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ABSTRACT

Plans for units and lessons that help make elementary and secondary students aware of sexism are presented in this book. The plans encompass the following curriculum areas: art, athletics and physical education, career education, language arts, mathematics, social studies, and special education. Each plan includes a statement of the problem, strategy descriptions, performance objectives, teaching procedures and resources, terms and definitions, evaluation procedures, and follow-up activities. Also presented are strategies that school administrators can use to help overcome discrepancies that result from sexist practices. Each administrator strategy plan includes a description of the problem, a rationale, goals and objectives, procedures, a time table, and evaluation techniques. Copies of transparencies for classroom use are included. (MK)

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MANUAL OF STRATEGIES FOR EDUCATIONAL EQUITY

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UNM
SEX DESEGREGATION TRAINING INSTITUTE
DEPARTMENT OF SECONDARY & ADULT TEACHER EDUCATION
COLLEGE OF EDUCATION
THE UNIVERSITY OF NEW MEXICO

A
MANUAL
OF STRATEGIES
FOR EDUCATIONAL EQUITY

FOR THE

ADMINISTRATORS, FACULTY, STAFF & STUDENTS OF OUR PUBLIC SCHOOLS

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PREFACE

The Sex Desegregation Training Institute (SDTI) at the University of New Mexico and the Sex Desegregation Assistance Center (SDAC) at Nacogdoches, Texas, worked cooperatively during the 1979-80 school year to develop and implement quality sex equity programs in seventeen public school districts throughout New Mexico and West Texas. This manual of sex equity strategies is one of the results of that coordination process. Program specialists from both organizations conducted training workshops and directed the needs assessments, plans of action, and strategy plans that were completed and implemented in the schools.

The Sex Desegregation Training Institute is housed in the Department of Secondary & Adult Teacher Education, College of Education, at the University of New Mexico for the 1979-80 fiscal year. The Institute is a project conducted out of the Vocational Education Equity Center at the same location. Both UNM organizations have common purposes, and they are: (1) to serve individuals and educators in bringing about an awareness of sexism in the schools and society and (2) to assist the schools in programs that help overcome the discrepancies that are a result of sexist practices and behaviors.

The Sex Desegregation Assistance Center in Nacogdoches, Texas, is established at Stephen F. Austin State University and serves a five-state region, of which New Mexico and Texas are a part. The Assistance Center provides staff development services and leadership training to public school districts in matters that deal with the elimination of sex role stereotypes in public education. Both the SDTI and the SDAC are concerned with helping all individuals fulfill their full human potential and career aspirations, based upon their abilities and not upon their sex.

For further information concerning the coordination efforts in which the SDTI/SDAC engaged, please contact:

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Our first thanks goes to Dr. Shirley McCune, Associate Commission of the Equal Educational Opportunity Office, Department of Education, Washington, D.C., for her devoted leadership in the educational equity area. Throughout the year Dr. McCune served as a role model and inspiration to the University of New Mexico's SDTI staff. The curriculum materials she co-authored were used extensively in the program and consequently many of her ideas for leadership training were nurtured. Special thanks also goes to two other members from the Equal Educational Opportunity Office, Title IV Division. Peter Suazo, Branch Chief, DAC/TI, and Ray Fields, Education Program Specialist, both provided technical assistance throughout the year and we greatly appreciate their input and help.

Individuals in the College of Education and the Department of Secondary & Adult Teacher Education at the University of New Mexico deserve special recognition for the support given to the establishment of the Sex Desegregation Training Institute. Dean David Darling, Associate Dean Roderic Wagoner, Associate Dean Paul Resta, and Department Chairperson Paul Tweeten provided valuable assistance and counsel throughout the year concerning several important issues. Their commitment to the area of sex equity was evident right from the onset of the project and a large part of the project's success was directly related to their support and help.

Further success of this project was made possible to a great extent by the cooperation and hard work of the Sex Desegregation Assistance Center in Nacogdoches, Texas. A thank you goes to Linda Chew and Bennat Mullen. Dr. Mullen, the Director of the Sex Desegregation Assistance Center, supported our project in many ways and offered assistance whenever we needed it. Linda Chew, the Program Specialist for New Mexico and West Texas, was a member of the team who delivered the training for the Sex Desegregation Assistance Center. She provided her knowledge, leadership, assistance, and full cooperation at all times throughout the year. The entire SDTI staff sends a warm thanks to Linda.

Many individuals served as consultants on the project during the year. Each shared their expertise and knowledge with all of our participants and gave support to our program efforts. Those that deserve special recognition are:

Rosemarie Espinosa
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University of New Mexico
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Thanks alone cannot express our appreciation to the Administrators, teachers and counselors from our public schools, who participated in the SDTI program. They spent many hours organizing their teams, writing strategies and developing programs for their school districts that would reflect compliance with the Title IX law. Their diligent efforts, cooperation, and commitment to the sex equity area made this manual possible and also created the foundation for potentially strong educational programs that reflect the true spirit of Title IX. The school administrators that assisted the SDTI staff in the recruitment of their school's personnel for participation in the program were (in alphabetical order):

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Assistant Superintendent
Chama Valley Indep. Schools

Ms. Linda Aycock
Title IX Coordinator
Carlsbad Municipal Schools

Mr. J. Q. Barnes
Superintendent
Hatch Valley Schools

Mr. Benson
Ysleta Independent Schools

Dr. Lawrence W. Byous
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Clovis Municipal Schools

Mr. L. C. Cozzens
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Portales Municipal Schools

Ms. Kathy Easterling
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Hatch Valley Schools

Mr. Pete L. Garcia
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The individuals who represented their schools throughout the year, completed in-depth Title IX Needs Assessments for their school districts, wrote Title IX Action Plans for their schools, and developed strategies for teachers and administrators to use that would overcome the major problems in the sex equity area were (listed alphabetically according to schools):

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. Connie Santistevan, Teacher, Roosevelt Elementary School

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. Billie Lynn, Director, Physical Education

Chama Valley Schools

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. Wilfredo E. Aguilar, Teacher Corps Intern
. Dulces Pancho Guardiola, Teacher Corps Intern
. Miguel Duran, Teacher Corps Intern
. Steve Rendon, Teacher Corps Intern

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. Floyd Goodgion, Principal, Zia Elementary School
. Steve Graham, Athletic Director, Clovis High School
. Dennis Hoy, Instructor & Coach, Yucca Junior High School
. Gerry Schwartz, Business & Vocational Office Education, Clovis High

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. Richard Shirley, Director of Special Services
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. Athena M. Vanderwaude, Teacher, San Rafael Elementary
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Hatch Public Schools

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- Jessie Smith, P.E. Teacher, Portales Junior High School
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- Sue Durham, Teacher, Brown Elementary School
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- Anna Lujan, Chairperson, English Department, Taos High School

Ysleta Independent Schools

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- Laura Brown, Assistant Principal
- Marilyn L. Money, Teacher

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Many others also contributed to the successful development of this manual and project. Although all of them cannot be mentioned and thanked individually, we appreciate the help and support that each of them provided.

INTRODUCTION

Sexism, like racism, is a strong force in society, and the stereotyping that results limits opportunities and prevents people from developing their full human potential. Unfortunately much of sex stereotyping is a psychological conditioning that shapes people's personalities and dictates their choices based on gender rather than on ability. Sex stereotyping can be obvious, but it is often so subtle that it is hard to recognize without awareness training. The damaging effects and consequences of sex stereotyping, however, are obvious, and everyone loses because of them.

Recently, many people have become concerned with the problems surrounding sexism in society. This has resulted in the passage of new legislation and the development of new programs designed to alleviate the problems resulting from sex stereotyping and sex discrimination. In every state, educational and community organizations, state and federal governmental agencies, and concerned individuals are working hard to raise the public's conciousness and to encourage each individual to actively pursue his/her abilities and interests. Through this process it is hoped that more individuals will become aware of options available to them and determine choices for their futures based upon their aptitudes rather than on the prescribed sex roles dictated by society. The goal of eliminating sexism practices in society is to expand options for *both* females and males. The means to achieving this end comes through educational programs of all types, beginning in the home and continuing throughout a lifetime.

With a common objective of eliminating sexism in our schools, over 100 administrators, counselors and teachers from New Mexico and West Texas participated in the University of New Mexico's Sex Desegregation Training Institute during the 1979-80 school year. Through teamwork and alot of effort, the participants completed in-depth needs assessments in their schools, identified the major strengths and weaknesses of each program regarding the sex equity area, wrote plans of action for their districts, and developed a variety of instructional and administrative strategies for implementation in the schools. This *Manual of Strategies for Educational Equity* is one of the products of the SDTI team members' efforts.

Many more strategies were developed than are represented in this manual. Space limitations dictated that only a sampling of the many appear in this collection. There was also an attempt to choose strategies that could be easily adapted to different problems. The intent was to provide a guide, a springboard, for new ideas which would enable the realization of a non-sexist society. The final determination was to provide as wide a choice as possible among subject areas and educational levels. The areas represented in this manual, however, are in no way to be viewed as all-inclusive of the schools' curricula or sex equity problem areas.

Keep in mind when reading this manual that these strategies constitute a beginning awareness of sex equity issues on the part of the SDTI participants. The participants were instructed to identify the major sex equity problem areas in their schools and to address those areas in general terms using a set strategy format. It was felt that the broad structure of these strategies would adapt more easily to individual implementation than plans which were specific in content. Plans reflecting a general approach also provide other school districts, with similar problems, basic channels for solving their problems. By using the same creativity and enthusiasm as the SDTI participants, the readers may amend or augment these general outlines and apply their own distinct methods of change that are familiar to their school districts.

The University of New Mexico's Sex Desegregation Training Institute takes great pride in producing this *Manual of Strategies for Education Equity*, and salutes all those educators who are working hard to help make this a better world for everyone, both males and females alike. We hope this manual will help others who are also interested in change, and that its contribution will be seen as a foundation for growth.

PART I

STRATEGY PLANS FOR TEACHERS

ART

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Women Artists--Lost in History

AREA OF INSTRUCTION Art

GRADE LEVEL 9th - 12th

APPROXIMATE TIME TO COMPLETE UNIT 1 semester and ongoing

1. Statement of the Problem

Until recently, women artists have been ignored, neglected, and unrecognized in the literature and media.

2. Strategy Description (Nature of the task)

This strategy includes:

A. Reviewing art history of Western Civilization from the Byzantine Era to present.

B. Comparing the number of women artists today with the number of women artists in the past.

C. Discussing the reasons for the discrepancy in recognition.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize that sex bias has and does exist.

B. Evaluate the effects that sex bias has had on art history.

C. Relate the effects of sex bias on other areas of life.

D. Evaluate sex bias within himself/herself.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

   a. Prepare a discussion with the students on sex bias in general.

   b. Determine a presentation of materials: (a) slides
      (b) magazines - books etc.

   c. Make certain that the students are familiar with the media center.

2. Student Preparation

   a. Become aware of the artists from the past and the present.

   b. Be prepared to draw parallels throughout the arts.

B. Introduction

Women (with one or two exceptions) in art were almost unheard of until the 19th Century. Today, women artists are becoming more respected all the time. In how many other areas of our lives could this oversight have occurred? How have we been affected by this?

C. Teaching Activities

1. Show a slide presentation, including samples of the best known art and artists from the Byzantine Era to the present.

2. Show a presentation of women artists through slides, books and magazines.

3. Discuss the article in Ms. Magazine (November, 1979).

Student Activities

Students are to research artists throughout history and compare the number of women to the number of men that are recognized. (Please note "additional information" section.) Ask students to write a report on their findings.

Students will discuss how sex bias and sex stereotyping has affected every area of their lives and how it has affected them personally.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: Artists from the community

Members of the Museum Association

Gallery people

Magazines: Ms.; November, 1979

Realities; March-April, 1980

Others

Books:

6. New Terminology (Terms and definitions)

Not applicable

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A, B. Student reports will be evaluated for a discussion on sex bias and its effects on art history.

C, D. Class discussions will serve to evaluate the students' awareness of how sex bias has affected other areas of their lives and themselves, personally.

8. Follow-Up

This assignment will continue throughout the year. A future assignment will be to find sex bias in other areas involving the arts, such as women composers, women woodworkers, women jewelers, women writers, women poets, etc. Eventually, it may be possible to combine units with other disciplines, such as social studies, language arts, and drama.

9. Additional Information

Students will purposely be asked to research women artists throughout history in order to have them discover the lack of women represented in this area. A sample assignment may be: Find ten men and ten women artists who worked before 1830 and tell something about each. Students will not be able to find ten women.

ATHLETICS/PHYSICAL EDUCATION

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Let's All Jump Rope--Sex Role Stereotyping in Athletics

AREA OF INSTRUCTION Physical Education

GRADE LEVEL 3 - 5

APPROXIMATE TIME TO COMPLETE UNIT 2 weeks

1. Statement of the Problem

Children bring to school role stereotypes that are sex biased. This particular age group feels that some physical activities are only to be enjoyed, and engaged in, by girls. The case in point is jumping rope.

Although jumping rope, in itself, may not be the issue, it is an excellent introductory activity to make students realize that many traditionally male or female activities can be enjoyed by both sexes.

2. Strategy Description (Nature of the task)

This strategy includes a teaching activity:

A. To help students recognize the role sex stereotyping plays in athletics.

B. To help students recognize that all students, regardless of sex, can enjoy various athletic activities. The athletic example used here is jumping rope.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize that jumping rope can be enjoyed by all.

B. Recognize that any athletic activity is for the enjoyment of both sexes.

C. Understand sex role stereotyping in athletics.

D. Compete in more varied athletic activities.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Prepare visual presentation (slides and films) showing the participation of both sexes in many sports.

b. Prepare for a class discussion on this subject.

c. Arrange for time in the gym.

2. Student Preparation

This is an activity that will require students to bring gym shoes.

B. Introduction

Explain that:

1. Non-participation in some physical education activities can be caused by sex role stereotyping.

2. The group will see for themselves that boys and girls can enjoy various activities without sex role stereotyping.

3. This exercise is to help everyone identify sex role stereotyping in athletics, specifically jumping rope, and how each can deal with it.

C. Teaching Activities

1. Visual presentation showing girls and boys actively participating in athletics, for example, girls in football and boys jumping rope.

2. Discussion and reaction from the class regarding sex role stereotyping.

3. Demonstration on various jump rope techniques.

4. Individual and group activities in jumping rope.

5. Activities which reflect student-generated interests.

Student Activities

All students will participate in activities outlined above.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Visual aids: Check with the local public library, the State EVO Coordinator, the Title IX Officer, the Sex Desegregation Assistance Center, or the Vocational Education Equity Center.

Speakers: Amateur boxers, women's athletic clubs representatives.

P.E. Coaches

6. New Terminology (Terms and definitions)

Sex stereotypes - standardized image of a person based on sex.

Sex bias - predisposed point of view of a person based on sex.

Sex role - the function of a person, based on sex.

Body building - activities that make a person's body physically fit.

Conditioning - to get one's body in good shape by continual healthful activities.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Assign three groups of six students for a group presentation on sex role stereotyping in athletics (with time given to each group for research). The group has the choice of the type of presentation.

B. Class activity - generated and accomplished by the students. Ask students for their reactions.

C. Have students write short paragraphs of their perceptions of all students jumping rope.

D. Set up opportunities for the students to participate in various activities in athletics. Count to determine male and female participation.

8. Follow-Up

Monitor subsequent playground and physical education activities that are voluntary, for feedback as to whether any change in attitudes and/or behavior has occurred.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Opening Doors

AREA OF INSTRUCTION Physical Education

GRADE LEVEL 4 - 5

APPROXIMATE TIME TO COMPLETE UNIT 8 days

1. Statement of the Problem

Sex role stereotyping reveals unconscious attitudes toward the roles of males and females in given situations. All individuals are not given opportunities to develop their full talents and areas of interest.

2. Strategy Description (Nature of the task)

This strategy includes activities:

A. To help students become aware of their individual abilities.

B. To help students recognize opportunities for developing individual skills and talents.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Express her/his feelings towards current trends in sports and how they may affect him/her.

B. Evaluate his/her feelings toward stereotyping in the sports world.

C. Recognize opportunities available in sports for both girls and boys.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Provide sports-related materials such as magazines, newspapers, films, and catalogues that depict both sexes participating in sports.

b. Contact resource people: male and female athletes, coaches, dancing instructors, gymnastic instructors, etc.

2. Student Preparation

None

B. Introduction

Explain that:

1. This exercise is to help students research the sports world and the opportunities available to both male and female.
2. All students will identify their interests in sports either as a participant or an observer.
3. All students will express how they feel about opportunities in the sports world.

C. Teaching Activities

1. Encourage students to identify their favorite sports or physical activities.
2. Discuss sports opportunities that have been available in the community which have helped the students develop a talent or interest in a particular sport.
3. Discuss and list sports which the students would like to see made available to them in the school or in the community.

Student Activities

1. Students will make a survey of sports opportunities available to females and males in their schools and community.
2. The students will read sports-related articles and make a list of those available to males, females, or both.
3. Resource people will tell about their experiences and their roles in the sports world.
4. Films will be made available.
5. Listings of local clubs or instructional classes will be made available to students.

6. The students will discuss and research ways of introducing more sports activities to the community and the school for both males and females.

7. Students will express their feelings and viewpoints toward stereotyping in sports, such as "dancing is for girls" and "football is for boys."

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes.

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: Male and female instructors, athletic club representatives, and coaches of various sports.

Visual aids, books, and magazines: Check with the local public library, the State EVO Coordinator, the Title IX Officer, the area Sex Desegregation Assistance Center or the Vocational Education Equity Center at UNM.

6. New Terminology (Terms and definitions)

None

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

The student will be able to:

A. Discuss with peers how they feel about sports opportunities, or the lack of them in today's world.

B. Discuss how opportunities are unlimited to individuals.

C. List opportunities available to him/her in his/her favorite physical activity or sport. Prepare a chart listing the sports available.

8. Follow-Up

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Give Me A Chance

AREA OF INSTRUCTION Athletics/Sports

GRADE LEVEL 7th and 8th

APPROXIMATE TIME TO COMPLETE UNIT 60 minutes maximum

1. Statement of the Problem

Athletics in most schools reveal many sex biased practices. Children have been taught that sports are for men and that males are stronger, faster, more agile, etc., than women.

2. Strategy Description (Nature of the task)

This strategy includes:

A. An open discussion with students on the topic of athletics.

B. A plan to give students the opportunity to express their feelings, values, and attitudes towards stereotyping in athletics.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Improve his/her self-concept.

B. Recognize stereotyping in athletics.

C. Analyze her/his value system and recognize that others may or may not agree with it.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

Prepare questions that will stimulate a student discussion on (1) how they feel about the topic and (2) values--does everyone have the same ones?

2. Student Preparation

None

B. Introduction

Conduct classroom discussions on:

1. What are values?
2. How stereotyping influences individuals.
3. How values, stereotyping, and biases affect society and especially sports.

C. Teaching Activities

1. Teacher will select and make certain statements on present values, biases, and stereotyping in sports.

Samples:

a. All men are stronger.
b. Women should raise children.
c. In all sports men are dominant.
d. It's not feminine for women to participate in sports.
e. Boys and girls should not play together.
f. Women do not have the physical build for sports.

Student Activities

1. All students will participate in all discussions.
2. All students will have the opportunity to express their own values and biases on the topic discussed.
3. Students can research the present situation of sex biases in athletics.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Film: Women in Sports (Available from SDAC, Nacogdoches, Texas.

Speakers: Professional Women Athletes, Women coaches, Women P.E. Instructors

Textbooks: Biographies of Women Athletes of the students' choice.

6. New Terminology (Terms and definitions)

Sex bias - belief that one sex is superior to the other.

Sex stereotyping - assigning values or roles on the basis of sex.

Values - highly regarded beliefs

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Keep a survey of the different sports to see if there is an increase in female participation. Have the students write a paragraph about their developing a more positive self-image as their participation rate increases.

B. The teacher will observe student interaction in the different sports. Are the boys and girls accepting each other in the different sports? Keep a tally.

C. Describe, in written form, values that a student has and discuss how others might disagree with those values.

8. Follow-Up

A. Surveys

B. Routine discussions in the classroom

C. Student feedback

9. Additional Information

Teacher input when necessary.

CAREER EDUCATION/CAREER GUIDANCE & COUNSELING

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE When I Grow Up, I Really Want to Be a....

AREA OF INSTRUCTION Career Education

GRADE LEVEL 1

APPROXIMATE TIME TO COMPLETE UNIT 15-20 minutes for 5 days

1. Statement of the Problem

   Children learn from the media and family that males go into traditional male careers and that females go into traditional female careers.

2. Strategy Description (Nature of the task)

   This strategy includes:

   A. An awareness activity to help students become aware that it doesn't matter that a person is male or female. What matters is the ability to do the job.

   B. A teaching activity to help students feel secure in accepting their career choice.

3. Performance Objectives (Expected student outcome)

   After completing this unit of instruction, the student should be able to:

   A. Be aware of career choices for males and females.

   B. Contribute to the discussion of peer career choices.

   C. Value one's interest in career choice.

   D. Be familiar with the terms "traditional," "non-traditional," and "career."

   E. Judge whether a career is traditional for males or females.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

Discuss with the class:

a. What the students want to be.

b. The duties and responsibilities of these different careers.

c. Why certain careers are traditionally male or female.

d. What can be done to change those beliefs.

2. Student Preparation

None

B. Introduction

Explain:

1. Sometimes people are limited in their career choice because of tradition.

2. These traditions harm people because they may be missing out on the services of talented people.

3. People can help end this unfairness by understanding themselves and other people.

C. Teaching Activities

Day 1: Show film... Most Important Person in the Whole Wide World. Read poem.

Day 2: Have a discussion on traditional careers for males and females. Read or tell the story of Dr. Elizabeth Blackwell.

Day 3: Invite working mother (doctor, lawyer, police officer) to talk about her non-traditional career.

Day 4: Set up role-playing activities.

Day 5: Check to see if children have changed their attitudes.

Student Activities

Day 1: Have child draw a picture of himself/herself showing what he/she would like to be.

Day 2: Take part in the discussion and answer questions orally.

1. Name some traditional careers for males and females.
2. Why do you think Elizabeth Blackwell had such a hard time becoming a doctor?

Day 3: Listen and ask questions.

Day 4: Role-play traditional male and female careers.

Day 5: Check to see if children's attitudes have changed.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: People from the community in non-traditional careers, for example: a woman doctor or police officer and a male nurse or secretary.

Films: The Most Important Person in the Whole Wide World.

Stories: Any story about non-traditional careers or just being yourself will do.

Poems: Any poem about being yourself.

Guests: Dr. Elizabeth Blackwell

6. New Terminology

Career - job

Traditional job - the usual job for a man or woman.

Non-traditional job - unusual job for a man or woman.

Sex stereotyping - the belief that a man or woman should be in certain jobs.

Sex bias - the belief that one sex is better than the other.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Discuss career choices for the child and his/her peers. Evaluate the child when she/he takes part in the discussion.

B. Have each child tell orally what a career is.

C. Have the child draw a picture of himself/herself entitled, "This Is Me." Grade the child on a scale of 1-10 on how well he/she shows the career. Compare this picture with the one the child drew on Day 1.

D. On a sheet of paper, make two headings--"Traditional" and "Non-Traditional"--and two sub-headings for each heading--"Male" and "Female." Give one sheet to each child. Have the children cut out 2 pictures for each sub-heading and glue them on the paper. Grade will be determined by how many pictures the child finds and puts in the "correct" place.

E. On a sheet of paper, glue pictures of different careers on one side and write the words "male" and "female" on the other side. Have the class draw lines to which word applies. Grade on how many are drawn to both, for example:

Careers

(picture of a doctor, etc.) — Male
— Female

8. Follow-Up

Two weeks later, have class draw a picture of a doctor, a nurse, etc. Check to see how many girls and boys drew male or female doctors, nurses, etc.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Men and Women at Work--Sex Equity in Employment

AREA OF INSTRUCTION Career Education/Counseling

GRADE LEVEL 5 - 12

APPROXIMATE TIME TO COMPLETE UNIT 9 weeks

1. Statement of the Problem

Career choices are still restricted due to sex role stereotyping and sex biases held by individuals in our society.

2. Strategy Description (Nature of the task)

This strategy includes:

A. An activity to help students identify with people who have jobs previously stereotyped to only one sex.

B. Activities to help students deal with the problem of job stereotyping.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize job stereotyping.

B. Evaluate feelings in relation to stereotyping.

C. Express his/her ideas and feelings openly, in relationship to her/his perception of job stereotyping.

D. Recognize the variety of careers available and express preferences openly.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

Discuss with the students:

a. How stereotyping in employment might affect them.

b. How sex biases and sex stereotypes affect the employment of their parents or, perhaps, themselves in future years.

2. Student Preparation

None

B. Introduction

Explain that:

During the next nine weeks, a series of guest speakers will come in to talk with the class about their careers. Each guest speaker will talk specifically about job stereotyping. The class will share their thoughts and values regarding this subject.

C. Teaching Activities

Each week will focus on one career. There will be a male and female speaker from the community who are both involved in this career. They will discuss their jobs and the contact they have had with job stereotyping. The first week, a male nurse and female nurse will speak to the class on two different days. In the weeks to follow, additional speakers will include: construction workers, mail employees, lawyers, and doctors.

Student Activities

All students will be asked to gather as much information as possible from each guest speaker. Each Friday, there will be a discussion on that particular career and the stereotyping involved, along with a relevant class activity.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Guest Speakers: community members (mostly men and women in non-traditional roles)

6. New Terminology (Terms and definitions)

Ongoing activity - the students will be required to compile a job stereotyping and career dictionary at the end of the nine week period.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Each week a student discussion will be initiated on how each class member views the job stereotyping in conjunction with each career, and as a whole.

B,C. At the end of the nine weeks, the class will be involved in a student-directed activity designed to help students analyze their changed feeling regarding this unit of instruction.

D. At the end of the nine week period, individual reports on careers and job stereotyping will be required. The abovementioned job stereotyping and career dictionary will be required of each student, to assure familiarity with new terminology.

8. Follow-Up

At the end of the unit, a questionnaire could be administered so that the students could report any changes in attitudes towards the subject of job stereotyping and non-traditional careers.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Career Search

AREA OF INSTRUCTION Any subject matter

GRADE LEVEL Adaptable for any level 7th through 12th

APPROXIMATE TIME TO COMPLETE UNIT Several class periods

1. Statement of the Problem

Students tend to be pressured into traditional vocational endeavors by their family and environment. Their knowledge of non-traditional career choices is limited.

2. Strategy Description (Nature of the task)

This strategy includes a research activity:

A. To help students discover the requirements and possibilities of a non-traditional career.

B. To help students consider the possibility of pursuing a non-traditional vocation.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize that there are definite pressures toward traditional career choices.

B. Realize that all careers are open to both sexes.

C. Analyze his/her career choice with regard to personal satisfaction.

D. Express her/his feelings about career choice, openly.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

    a. Plan a discussion that will include:

        1. The importance of choosing a career for personal satisfaction.

        2. How stereotypes have played a major part in the decisions of many students in their career choices.

    b. Prepare lists of traditional career choices.

2. Student Preparation

    None

B. Introduction

Explain that:

1. This exercise is to help students discover the possibilities of pursuing a non-traditional career.

2. Sometimes career choices are governed by pressures that tend to limit students' choices, because of sex role stereotyping.

3. Students need to choose a career that will be personally satisfying.

C. Teaching Activities

1. Explain that students need to consider all of the traditional careers. Have the group make a list on the board.

2. Explain how to research a career in the guidance office.

3. Have the students visit the guidance office and research non-traditional careers.

Student Activities

1. Make a list of traditional career choices.
Examples:

Men	Women
Doctor	Nurse
Bricklayer	Secretary
Mason	Waitress
Construction Worker	Seamstress
Engineer	Homemaker
Accountant	

2. Students will choose a non-traditional career in which they think they might be interested.

3. Students will research this career by:

   a. Finding information about:

      1. Nature of the job
      2. Salary
      3. Future employment possibilities
      4. Benefits

   b. Personal Interview

4. Students will make written and oral reports on their discoveries.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

   1. Student Feedback

   2. Teacher Observation

   3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: People from the community might speak to the class. Some suggestions are:

1. A female doctor
2. A male nurse
3. A father who cares for his children
4. A female principal

6. New Terminology (Terms and definitions)

Sex stereotypes - attributing abilities and interests to a person on the basis of their sex.

Traditional vocations - careers that are generally accepted as being preferable for one sex.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Make a list of traditional career choices that is a result of interviews with parents, friends, and peers.

B. Have students write letters or make phone calls to non-traditional job holders. Have them ask about their difficuluties and successes. Also, have the students ask questions of the guest speakers.

C. Have students write a paper stating why a non-traditional career choice would be personally satisfying.

D. After a class discussion about threats or fears concerning non-traditional career choices, have the students write a paper dealing with the researched career choice, including their feelings about pursuing that career.

8. Follow-Up

This sort of career investigation could become a regular activity. As students become more comfortable doing this research, role playing could become an integral part of the activity.

9. Additional Information

If a teacher is dealing with students who come from a traditional community, this activity will be a more delicate subject to approach. Some students are threatened with the prospect of even researching a career that has been, traditionally, for the opposite sex. It will take time, patience, and careful selection of resource speakers to make this endeavor meaningful for each student. Certainly, the help and support of the guidance counselors will be necessary.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Equal Opportunity in Education

AREA OF INSTRUCTION Counseling and Career Education

GRADE LEVEL 10-12

APPROXIMATE TIME TO COMPLETE UNIT 60 minutes

1. Statement of the Problem

   Students are not aware of the Title IX law which assures them of an education free from sex bias.

2. Strategy Description (Nature of the task)

   This strategy includes a plan:

   A. To make students aware that they all have the right to the same educational opportunities regardless of sex.

   B. To familiarize the students with the Title IX law which establishes and protects that right.

3. Performance Objectives (Expected student outcome)

   After completing this unit of instruction, the student should be able to:

   A. Recognize their rights which are protected under Title IX.

   B. Help inform their parents and community about Title IX.

4. Suggested Procedures

   A. Pre-Teaching Activities

      1. Teacher Preparation

         a. Prepare transparencies with different sections of the Title IX law.

         b. Obtain poster paper.

2. Student Preparation

A day before the presentation of the unit, discuss with the students the different laws which have come about because someone's rights were being violated, for example, the civil rights law.

B. Introduction

Explain to the students:

1. The following activities are for the purpose of familiarizing them with Title IX so that they may use it to their advantage.

2. It is important that everyone concerned with their education, especially parents, should be informed about Title IX and its implications.

C. Teaching Activities

Using the transparencies, present the different aspects of Title IX as it relates to:

1. Course offerings - included are health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

2. Marital and parental status

3. Counseling and guidance

4. Athletic opportunities

5. Extracurricular activities

6. Facilities

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Publication: Cracking the Glass Slipper
Publisher: PEER
Available through: Sex Desegregation Assistance Center
Box 3010A SFA Station
Nacogdoches, TX 75962

or

Vocational Education Equity Center
Department of Secondary and Adult Teacher Education
Mesa Vista 3094
University of New Mexico
Albuquerque, NM 87131

6. New Terminology (Terms and definitions)

Terms from the Title IX law that the students may not understand.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

The student will be able to:

A. Make a poster which reflects the ideals of Title IX. The best ones will be chosen to be displayed for community awareness throughout the district.

B. Call five high school parents and explain the implications of Title IX. The students will develop a criteria sheet of information and use this as a reference guide when making the calls.

9. Follow-Up

Students will continue to aid in the community awareness process by calling more parents and other community members.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

CLASSROOM ACTIVITIES

TITLE Sexual Harassment on the Job

AREA OF INSTRUCTION Vocational Work-Study Programs/Career Education

GRADE LEVEL 11-12

APPROXIMATE TIME TO COMPLETE UNIT 1 week

1. Statement of the Problem

Occurrences of sexual harassment on the job is a reality in some places of employment. Work-study students should be introduced to this problem before they enter the work force, and they should be given guidance and instruction as to how to cope with the situation, should it ever happen to them.

2. Strategy Description (Nature of the task)

This strategy includes instruction to help the student understand:

A. Sexual harassment on the job.

B. The action steps one should take to prevent such harassment.

C. The steps one should take to defend oneself in case of sexual harassment.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Define sexual harassment.

B. List ways to prevent sexual harassment.

C. List agencies or resources available to assist victims of sexual harassment.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

    a. Contact prospective guest speakers.

    b. Collect publications relevant to the subject.

    c. Obtain brochures from the agencies available to provide assistance.

2. Student Preparation

    None

B. Introduction

1. Review objectives of the unit.

2. Conduct a group discussion or a sharing session.

C. Teaching Activities

1. Present a legal definition of sexual harassment.

2. List the kinds and degrees of harassment.

3. Use problem solving steps to resolve a sample harassment situation.

4. Have a guest speaker come to the class and present a program.

5. Pass out publications and let students discuss them.

Student Activities

1. Have students role play for one or more of the situations:

    a. Harassment situation

    b. Complaint process

    c. Follow-up action on a complaint.

2. Have students research the various agencies that are available for assisting in situations that involve sexual harassment on the job.

3. Have students give oral reports on agencies.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Select speaker and publications from:

Equal Employment Opportunity Commission
Council on Economic Status of Women
A civil rights organization
National Organization for Women (N.O.W.)
A local attorney

6. New Terminology (Terms and definitions)

Sexual harassment - annoying or intimidating behavior towards another person on the basis of sex. This behavior can be as mild as a sexually oriented joke or as severe as a threat to harm.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Each student will be able to define sexual harassment on the job.

B. Each student will be able to list three ways to prevent sexual harassment.

C. Each student will be able to name two agencies available to assist the victim of sexual harassment.

8. Follow-up

A. Periodic discussion of sexual harassment as well as other types of harassment of employees.

B. Grievance procedures discussions.

9. Additional Information

The students will have a follow-up lecture and discussion on, "The victim of sexual harassment is not necessarily the guilty party."

GENERIC STRATEGIES THAT CAN BE INCORPORATED INTO ANY SUBJECT MATTER AREA

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Values Are Changeable

AREA OF INSTRUCTION Socialization

GRADE LEVEL 2 - 4

APPROXIMATE TIME TO COMPLETE UNIT 30-60 minutes or more (Some may choose to work on this activity on two different days)

1. Statement of the Problem

Children's early values are patterned after the models with which they are most often presented. The models are usually their parents. Some of these values and role stereotypes may often be sex-biased.

2. Strategy Description (Nature of the task)

This strategy includes a teaching activity:

A. To help students recognize their present feelings about roles and values.

B. To help students realize that there are alternative values which are acceptable.

C. To help students recognize their feelings about roles and values in relationship to their classmates' attitudes and values.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize his/her present value system.

B. Recognize that individual opinions, although they may differ from those of others, are acceptable.

C. Appraise her/his feelings in relationship to role stereotypes.

D. Measure the amount of change in her/his feelings about traditional values and role stereotypes.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Hold a class discussion on:

1. The importance of the individual's respecting her/his parents' values.
2. Individual values that are built from exposures to new experiences.
3. How we should respect other children's values even though they are different from ours.

b. Prepare pre- and post-worksheets, including situtations that represent the ordinary role stereotyping.

2. Student Preparation

Optional:

The teacher may ask the students to make a list of their favorite toys and bring the list to school. This would be a quick and easy survey to see if they do or do not fit into the traditional sex stereotypes.

B. Introduction

Explain that:

1. Each student will have a chance to express his /her feelings on each individual's values about certain situations.

2. Other values are acceptable alternatives whether or not one chooses to accept them.

3. All children will not agree on the same value systems, but children should respect each others beliefs, even though they are different from their own.

C. Teaching Activities

1. Discuss present role stereotypes and values briefly.

2. Give the pre-worksheet. Discuss the directions on the worksheets. Each child is to read each situation and indicate whether he/she agrees or disagrees by drawing a ☺ or a ☹ . Sample situations are:

1. Girls should not read books about baseball and softball.
2. Boys can read books about baseball and football.
3. It's alright for girls to play with dolls.
4. It is alright for boys to play with dolls.
5. It is alright for girls to play with toy cars and trucks.

3. After the children have completed the pre-worksheet, the teacher should tally the pros and cons of each situation and hold a class discussion for the purpose of broadening views about situations. The teacher may wish to continue the remainder of the activities on another day.

4. The teacher will read the book, William's Doll by Charlotte Zolotow. Discuss the story. Ask the children if they agree or disagree. Ask them why.

5. Hold further discussions on personal situations, where children may or may not have been prevented from participating in certain activities.

6. Give the post-worksheets.

7. Tally the pros and cons. Discuss them.

Student Activities

All students will participate in the activities. Children are encouraged to interact in class discussions. Those who chose to make a list may wish to lead a discussion and defend their choice of valuables.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Books: Zolotow, Charlotte. William's Doll. Harper and Row, 1972. Price--$6.95

6. New Terminology (Terms and definitions)

Values - important feelings

Sex role - what a person or thing is supposed to do.

Sex stereotypes - belief that certain behaviors, interests, and values belong to a person on the basis of whether they are male or female.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

The student will be able to:

A. Develop a comparison chart on sex role stereotyping, showing the ratings of the first and second worksheets. Additional spaces will be included to allow for further evaluations throughout the year. This chart will be evaluated according to the amount of growth exhibited.

B. Hold discussions with their peers on the reasons for agreement or disagreement on various situations. Students will compare their opinions with others on an individual basis.

C. Develop a new situation to add to the worksheets of traditional and non-traditional role stereotyping situations.

8. Follow-Up

Periodically, throughout the year, the teacher could administer the post-worksheet. This would be helpful in determining if further changes are being made and to see if there is any change in those who had previously not made any change.

9. Additional Information

It is important to make children aware that the values they and their parents now possess are acceptable, but there are other alternative values to consider.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Unequal Treatment of Males and Females in the Distribution of Rewards and Punishments

AREA OF INSTRUCTION Any Classroom

GRADE LEVEL 9-12

1. Statement of the Problem

An investigation needs to be made to discover if unequal treatment of males and females exists in the distribution of punishments and rewards.

2. Strategy Description (Nature of the task)

This strategy includes:

A. Discussing rewards and punishments

B. Researching distribution of rewards and punishments.

C. Drawing conclusions on findings.

D. Suggesting possible solutions.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Identify forms of rewards and punishments.

B. Identify sex bias in the distribution of rewards and punishments.

C. Be willing to take positive steps to initiate a change.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Prepare a handout with definitions and examples of rewards and punishments.

b. Locate resources such as movies, books, etc.

c. Prepare examples of unequal treatment situations.

2. Student Preparation

a. Students should demonstrate a willingness to participate.

b. Students should demonstrate an understanding of the concepts of rewards and punishments.

B. Introduction

Before beginning this unit, purposely and totally unknown by students, create a situation in the classroom in which male and female students are obviously rewarded and punished differently.

C. Teaching Activities

1. Discuss with students what occurred in the "set-up" situation. (See introduction)
2. Distribute handout on rewards and punishments.
3. Discuss with students specific examples of rewards and punishments.
4. Show film: "When I Grow Up."

Student Activities

1. Participate in above mentioned discussions.
2. Divide into groups and present skits (preferably based on actual experience), which demonstrate bias in rewards and punishments.
3. Observe actions within the school for three weeks; report observations to the class.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Film: "When I Grow Up"-available from the Vocational Education Equity Center at UNM.

School Records

Books: McCandless, Boyd R. Adolescents' Behavior and Development. Hinsdale, IL: Dryden Press, Inc., 1970.

Speakers

6. New Terminology (Terms and definitions)

Reward - positive behavior (tangible such as objects or intangible such as smiles or praise) directed toward a subject as a result of some behavior which that subject has exhibited.

Punishment - negative behavior (tangible such as physical force or intangible such as deprecating remarks or expressions).

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Classroom discussions will be held daily and periodically.

B. The data will be collected and analyzed from all the activities.

C. The observations will be discussed and analyzed in groups. The groups will give short reports of their findings.

D. A planning meeting for articulating change will be conducted.

8. Follow-Up

Findings will be presented to the parents, staff, and students. People who are interested in enacting change in the area of discipline will be asked to help.

LANGUAGE ARTS

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE A Non-Sexist Fairy Tale

AREA OF INSTRUCTION Language Arts and Humanities

GRADE LEVEL 1

APPROXIMATE TIME TO COMPLETE UNIT ½ hour a day for a period of 1 week

1. Statement of the Problem

   Children have heard traditional fairy tales in which females and males are cast in very traditional roles.

2. Strategy Description (Nature of the task)

   This strategy includes:

   A teaching activity that enables students to recognize the stereotyping and sex bias in traditional fairy tales.

3. Performance Objectives (Expected student outcome)

   After completing this unit of instruction, the student should be able to:

   A. Examine stories he/she reads for sex stereotyping and sex bias.

   B. Change a sexist fairy tale into a non-sexist one.

   C. Select the non-sexist fairy tales from all the stories and explain the differences between the sexist and non-sexist stories.

4. Suggested Procedures

   A. Pre-Teaching Activities

      1. Teacher Preparation

         a. Write a traditional fairy tale on a chart. Have another blank chart available on which to write the changed fairy tale.

         b. Have other fairy tales available.

2. Student Preparation

None

B. Introduction

Explain to the class that they are going to listen to fairy tales. They are to judge whether or not the fairy tales are fair or unfair to men and/or women. Describe sex stereotyping although those exact words may not be used.

C. Teaching Activities

Tell the fairy tale about the husband and wife who swapped jobs, entitled, "The Husband Who Was to Mind the House." Tell it again with both the husband and wife adjusting to their changed roles.

Student Activities

1. Have students select a favorite fairy tale that is also sexist.
2. Have students verbally rewrite that sexist fairy tale. The teacher will write the story on the chart.
3. Have the class select the sexist and non-sexist fairy tale.
4. Have the class vote for the fairy tale they like the best and describe why they selected the one they did.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Fairy tales: Any will do as long as they are sexist.

Also - "The Husband Who Was to Mind the House"
Reprinted as "Turnabout"
William Wiesner
Seabury Press, 1972

6. New Terminology (Terms and definitions)

Sex stereotyping - attributing behaviors, abilities, interests, etc., to a person on the basis of sex.

Sex bias - behavior resulting from the assumption that one sex is superior to the other.

Sex role - function of a person determined by sex.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Have children listen to a fairy tale and discuss the sex stereotyping and sex bias in it. Evaluate the effectiveness by counting the number of instances of sex bias and sex stereotyping the students find.

B. Tell a sexist fairy tale. Have the class rewrite it.

C. Tell a sexist and non-sexist fairy tale. Have the class vote on which sounded fairer to all concerned.

8. Follow-Up

Have children bring in fairy tales for the teacher to read. Check to see if they are sexist or non-sexist. Have the class decide whether they are sexist or non-sexist.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Let's Go Shopping

AREA OF INSTRUCTION Language Arts and Humanities

GRADE LEVEL 2

APPROXIMATE TIME TO COMPLETE UNIT 30-60 minutes

1. Statement of the Problem

Many children enter school with a very traditional background. They already have deeply ingrained values about the accepted roles of males and females for adults and children. These family values and sex role stereotypes influence the types of toys, games, and personal articles that children choose for themselves and consider appropriate for others.

2. Strategy Description (Nature of the task)

This strategy includes:

A. Directed group discussion of traditional toys, games, and personal articles.

B. The construction of a bulletin board showing these things divided traditionally, for example: dolls for girls and Stretch Man for boys.

C. The construction of a second bulletin board showing toys, games, and other articles that can and are used by both sexes.

D. Pre- and post-tests.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize that every child has personal feelings concerning male and female roles.

B. Realize that the traditional roles that males and females are assigned have a great influence on other aspects of their lives. (For example: the games, toys, etc. that are assigned to each sex)

C. Be more aware and more accepting of values that no longer fit the traditional mold, for example, girls playing football or boys using sewing games.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Discuss with the students the fact that:

1. We all have ideas about how boys and girls (men and women) should behave.
2. These ideas are not necessarily wrong, but they might not be right for every person.
3. The types of games, toys, and personal articles they choose are influenced by what they have learned.

b. Provide available space for two bulletin board displays.

c. Administer the pre-test (see Evaluation).

2. Student Preparation

None

B. Introduction

Explain to the students that many people feel that certain games, toys, and personal articles are only for one sex. Explain that the activity will include a discussion of toys, games, etc., that are traditionally considered for one sex and those that are used by both girls and boys. A discussion will also be held concerning those things that might be used by both sexes if there were no sex role stereotyping.

C. Teaching Activities

Say: "Today we are going to go shopping for toys, games, and personal articles for boys and girls. We'll put those things you choose on the bulletin board. Then we are going to talk about the things you chose and why you chose them. We will then make another bulletin board, which I will explain later."

Student Activities

All students participate in the initial discussion, provide input, and take part in the selection of pictures and materials for both bulletin boards.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

   1. Student Feedback

   2. Teacher Observation

   3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

   Pictures from magazines, catalogues, and advertisements.

   Examples of toys, such as dolls, tops, a calculator, nurse or doctor kits, puzzles, and paint sets.

6. New Terminology (Terms and definitions)

   None

7. Measurement of Performance Objectives

   The performance objectives previously stated will be measured in the following ways:

   A. Pre-test: The teacher will hold up 20 separate examples of toys, games, and personal articles that are traditionally male and female, and things that are used by both male and female children. Children will then be asked to indicate whether they believe the picture or article being shown is for boys, girls, or both. Students will show their answers on a prepared ditto sheet.

   B. Post-test: The teacher will administer the same test one day following the culmination of the lesson. The results of the pre- and post-tests will be compared.

C. Children will draw a picture of a boy or girl or children participating in a game situation or using a toy in a non-traditional way.

8. Follow-Up

None

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Who Do You See?

AREA OF INSTRUCTION Language Arts/Social Studies

GRADE LEVEL Intermediate

APPROXIMATE TIME TO COMPLETE UNIT 1-2 periods

1. Statement of the Problem

Children learn from their environment to form judgments concerning the roles of men and women. These judgments are often sex-biased.

2. Strategy Description (Nature of the task)

This strategy includes a teaching activity to:

A. Help students recognize the stereotyped roles of men and women in magazine advertisements.

B. Help students recognize their feelings about stereotyped roles.

C. Help students express their feelings openly.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Evaluate the use of sex-stereotypes in magazine advertisements.

B. Evaluate her/his feelings in relationship to role stereotypes in advertisements.

C. Analyze alternate viewpoints to his/her own opinions.

D. Express her/his feelings openly.

E. Begin to analyze the nature of magazine advertisements, the audience they were made for, the method of use (sex, humor, etc.) and the characteristics of persons in advertisements.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Collect magazines that will eventually be cut up by students.

b. Discuss with students:

1. The importance of values

2. The influence we receive concerning our perceptions of roles through the media.

2. Student Preparation

None

B. Introduction

Explain that:

1. This exercise allows students to become familiar with magazine advertisements and the nature of these ads.

2. Students will be able to express how they feel about certain issues.

3. All student's responses to certain ideas will not be exactly alike and no response is better than another.

C. Teaching Activities

Students are to collect magazine advertisements which contain pictures of people selling and/or using the advertised product. These pictures can be placed into one or more of the following categories:

Male and female

Age

External characteristics (beautiful, skinny, etc.)

Gender of adult shown with children

After students have collected and categorized the advertisements, encourage the students to share with the class their findings. Discuss how individuals relate to role models they see in the advertising field and the biases these advertisements may have.

Students would continue discussing the aspects of different advertisements that were appealing to them and analyze specific advertisements to come up with recommendations for improvement of ads in order to eliminate sex biases.

Student Activities

All students participate in the activity and the discussion.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: Resource people involved in the advertising field.

6. New Terminology (Terms and definitions)

Role - the function of a person or thing.

Sex Bias - behavior resulting from the assumption that one sex is superior to the other.

Sex Stereotypes - attributing behaviors, abilities, interests, values, and roles to a person on the basis of their sex.

Values - ideals or principles.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured by the ability of each student to:

A. Compile the collection of magazine advertisements into the categories she/he uses.

B. Describe and analyze the different categories and write about his/her findings. This paper would be graded according to class standards.

C. Participate in class discussions concerning the nature of advertisements and criticize the sex stereotyping which was found in the advertisements.

8. Follow-Up

Collecting other advertisements could be done later in the year to find how sex stereotyping occurs in other media. Students changes in values or role perceptions may be determined.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Identifying Sexism in Literature

AREA OF INSTRUCTION Language Arts

GRADE LEVEL 8

APPROXIMATE TIME TO COMPLETE UNIT One class period

1. Statement of the Problem

Students are not aware that many works of literature are sex biased, in that they present stereotyped versions of male and female roles.

2. Strategy Description (Nature of the task)

This strategy contains a plan for:

A class discussion, following an outside reading assignment of *The Pearl*.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Identify sexism in literature.

B. Differentiate that male and female roles vary according to cultural and/or ethnic background.

C. Perceive that although Juana is portrayed as the subservient partner in a marriage, she is, in fact, the stronger of the two and her husband's source of strength.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

None

2. Student Preparation

None

B. Introduction

None

C. Teaching Activities

1. Have students point out incidents in the book that indicate Juana is dominated by Kino's wishes and needs.

2. Have students cite incidents wherein Juana displays more strength of character than does Kino.

3. Lead students to compare Juana's status as a wife with that of the modern American wife and woman.

Student Activities

1. Read The Pearl.

2. Discuss the story in small groups and report conclusions to the larger group.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Texts: Steinbeck, John. The Pearl, New York: The Viking Press, 1974.

6. New Terminology (Terms and definitions)

None

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Evaluate, on the basis of the students' responses, the students' understanding of sex stereotypes and sexism. Have the students cite examples of sex bias from previous reading assignments. Have students identify forms of sexism in literature.

B. Have students relate differences in male and female roles, according to various cultures and/or ethnic backgrounds. Each student will take one example and write a brief paper, emphasizing the effects that cultural differences have on the roles of males and females.

C. The students' perceptions of Juana's strength will be measured in an essay test prepared by the teacher.

8. Follow-Up

Have students apply this awareness to future assignments.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Student Awareness

AREA OF INSTRUCTION Language Arts

GRADE LEVEL 8

APPROXIMATE TIME TO COMPLETE UNIT 2 class periods

1. Statement of the Problem

Girls and boys are not aware that their choices in life are frequently influenced by sexually biased preconceptions.

2. Strategy Description (Nature of the task)

This strategy includes a plan to:

A. Help the students realize they often make choices not according to their own interests, but rather according to the dictates of a sexually biased society.

B. Help the students interact on the unfairness of sexually biased preconceptions.

3. Performance Objectives (Expected student outcome)

After completing this unit, the students should be able to:

A. Comprehend that limitations should be imposed only on the basis of an individual's ability rather than on an individual's gender.

B. Recognize the unfairness of the heroine's situation.

C. Understand that the law prohibits discrimination on the basis of sex.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

Obtain a copy of the story "Maria Pepe," by Geraldo Rivera.

2. Student Preparation

None

B. Introduction

None

C. Teaching Activities

1. Have the class make a list of activities that they think should only be done by members of one sex.

2. Ask for a show of hands from the students who have participated in activities not normally associated with their gender.

3. Conclude this introductory session with a discussion on sex role stereotyping and how it affects choices and restricts individual freedom.

Student Activities

1. Read the story.

2. Discuss the limitations of the heroine, the unfairness of the situation, etc.

3. Analyze feelings about Maria's situation.

4. Talk about the role that laws such as Title IX play in changing biased attitudes and practices.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

   Story: "Maria Pepe" from the following textbook:

   Great Waves Breaking, New York: Holt, Rinehart, and Winston, 1977, pp. 291-303.

6. New Terminology (Terms and definitions)

   None

7. Measurement of Performance Objectives

   The performance objectives previously stated will be measured in the following ways:

   A. Discuss how the students' perceptions have changed after the initial blackboard activity. Require that each student write a short paragraph before and after this strategy that addresses the issue of choices.

   B. Determine that the students perceive that eliminating sexual bias involves not only personal attitudes but legal recourses as well, by administering a short quiz on Title IX and the information presented in the class discussion.

8. Follow-Up

   Extend newly acquired consciousness to a discussion of career choices for both sexes.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Can You Find the Bias?

AREA OF INSTRUCTION Language Arts

GRADE LEVEL 10-12

APPROXIMATE TIME TO COMPLETE UNIT 55-110 minutes

1. Statement of the Problem

Students do not recognize sexual bias in classroom materials, nor do they know the forms of bias which might be present in the classroom or in materials. Problems question: How can we recognize bias in the classroom?

2. Strategy Description (Nature of the task)

This strategy includes:

Using the questionnaire containing statements taken from texts in school:

A. Students identify any biased statement, give the type of bias, and change the statement to a non-biased one.

B. Students discuss statements and changes.

C. Students discuss list of types of bias.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Identify sexist language and biased statements.

B. Identify and define types of bias.

C. Identify and discuss types of bias found in classrooms.

D. Analyze alternate ways to express ideas and be able to change biased statements.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

   a. Prepare handouts of selected statements from text material.

   b. Be familiar with types of bias in written materials and classroom behaviors.

   c. Prepare handouts of types of bias and vocabulary.

2. Student Preparation

   None

B. Introduction

Ask students if they think there is sex bias at school or in the classroom. (Accept student ideas.) If teachers' behavior or texts are mentioned, agree, and note that the class will be looking at some biased materials and behaviors.

C. Teaching Activities

1. Give handout describing and defining types of sex bias in the classroom and in texts. Read and discuss with students.

2. Ask students to read first five statements and decide whether or not there is sex bias, what form, and how it could be corrected.

3. After completion, discuss with students. Volunteers can read their answers and discussion can follow.

Student Activities

1. Read and fill out sex bias questionnaire.

2. Participate in discussion.

E. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

B. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Worksheets

6. New Terminology (Terms and definitions)

Definitions are included at the end of the strategy.

Invisibility
Stereotyping
Fragmentation/Isolation
Linguistic Bias
Imbalance/Selectivity
Unreality

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Students will be asked to finish the last 5 statements on the questionnaire. If they correctly identify 4 out of 5 statements as biased or non-biased and can identify the form of bias and correct the statements, the students will have met the performance objective.

B. Students will give examples of bias in other texts and in the classroom, identify form, and express their feelinas about bias.

C. Students will define in writing the new terminology and be able to give one example of each term. Performance objective will be met if the students can correctly define 5 out of the 6 terms.

8. Follow-Up

Students will search for biased statements made by their teachers or in other texts and bring examples to class.

9. Additional Information

Students will be given "fact sheet" on the status of women.

MATHEMATICS

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Sex Bias in Mathematics

AREA OF INSTRUCTION Math (Team teaching could be incorporated)

GRADE LEVEL 7 - 9

APPROXIMATE TIME TO COMPLETE UNIT Two 50-minute sessions minimum

1. Statement of the Problem

The ratio of girls to boys enrolled in advanced math classes decreases from junior high school to high school.

2. Strategy Description (Nature of the task)

This strategy includes a teaching activity:

A. To help students become aware of biases which may be responsible for the decrease in female enrollments in math classes, which in turn lessens the chances for future careers requiring higher mathematics.

B. To help students develop an awareness of occupations requiring higher mathematics.

C. To help students become conscious of the actual ratio of men to women presently employed in these occupations.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize his/her biases in relation to higher mathematics and sex role stereotyping.

B. Realize that higher mathematics is required in many desirable occupations.

C. Evaluate alternate career choices.

D. Formulate a schedule of math and math-related courses to be taken in high school that are necessary for tentative career choices.

E. Identify the kinds of mathematics required for different occupations.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Obtain current enrollments in junior high and high school advanced mathematics courses.

b. Obtain current ratios of men to women presently employed in various occupations for which higher mathematics is an essential prerequisite.

2. Student Preparation

None

B. Introduction

Explain the importance of:

1. Considering the advantages of different career choices prior to the beginning of high school.

2. Choosing future courses wisely and relating them to carefully selected careers.

3. Considering every student's right to express his/her career choice freely, without fear of peer disapproval.

C. Teaching Activities

1. Have students write their current career choices on forms and hand them in. (This information will be used later.)

2. Have students indicate whether they believe occupations, such as the following, should be filled by a female, male, or either sex:

Occupation	Female	Male	Either
Nurse	________	________	________
Doctor	________	________	________
Engineer	________	________	________
File Clerk	________	________	________
Geologist	________	________	________
Psychiatrist	________	________	________

3. Have students get into groups and discuss the reasons for their answers to the above.

4. Have the chairperson from each group report answers.

5. Discuss the meaning of sex role stereotyping and show an appropriate film about sex stereotyping, sex bias, and value clarification.

6. Present information on (1) the male-female ratios of enrollment in the local junior high schools and (2) the male/female ratios of employment in the different occupations.

7. Have short discussion on the amount and type of math needed for different occupations.

8. Have students individually complete their forms by listing math courses which they will need to take in high school for their career choices.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: People from the community might speak to the class. Some suggestions are:

1. female and male engineers
2. female and male architects

Visual Aids: Film: Other Women, Other Work. Available from the Vocational Education Equity Center at UNM.

SRA pamphlet entitled School Subjects and Jobs. (This pamphlet lists all the different subjects needed for many occupations.)

6. New Terminology (Terms and definitions)

Values - ideals or principles;

Sex role - the function of a person or thing determined on the basis of sex.

Sex bias - behavior resulting from the assumption that one sex is superior to the other.

Sex stereotype - attributing behaviors, abilities, interests, values, and roles to a person on the basis of their sex.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Develop a table showing sex biases in relation to higher mathematics which might be present in individuals.

B. Complete a chart that illustrates the importance of math in different careers.

C. Write a short paragraph dealing with three career choices that are of interest to the student. Each paragraph should contain aspects of the job which appeal to the student as well as obstacles which might have to be overcome. This paper would be graded according to class standards.

D. Develop a schedule for math courses needed to achieve career interests. This chart will be graded according to pre-determined standards developed by students and teacher.

8. Follow-Up

During pre-registration for the following year, similar discussions can be held regarding career choices and how they influence mathematics courses to be taken. In addition, similar surveys can be done at the schools to see if the female-male ratio changes.

9. Additional Information

This teaching strategy was designed with the advanced mathematics student in mind. However, it could also be incorporated into regular math classes with the objective of reaching students who might not otherwise consider taking math beyond that required for graduation.

SOCIAL STUDIES

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Community Helpers--Role Playing

AREA OF INSTRUCTION Social Studies

GRADE LEVEL K-3

APPROXIMATE TIME TO COMPLETE UNIT 4-6 weeks

1. Statement of the Problem

Children learn from their environment and from the family values and stereotypes that influence their reactions to situations. These reactions are often sex-biased.

2. Strategy Description (Nature of the task)

This strategy includes a plan:

A. To help students recognize career opportunities in their community.

B. To develop an awareness of the different skills and talents necessary for specific occupations.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize career opportunities.

B. Evaluate her/his feelings towards careers available to both men and women in the community.

C. Analyze alternate viewpoints from his/her own opinions regarding careers.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

   a. Discuss with students:

      1. The different skills and talents required for specific occupations.
      2. Career opportunities for females and males.
      3. Clothing, tools and equipment necessary for different occupations.

   b. Prepare charts showing males and females both doing the same kinds of jobs.

   c. Provide prop boxes with uniforms, clothing, and work kits to be worn and used by the children.

   d. Set up an environment with designated community places such as the post office, fire station, and police station, etc.

2. Student Preparation

   Sharing, through discussion, what the students want to be when they grow up.

B. Introduction

1. The students will express their feelings toward different occupations.

2. The children will be given the opportunity to tell why they prefer to explore a certain occupation.

3. The children will be given the opportunity to role play the occupations of their choice.

C. Teaching Activities

1. Stories will be read to the children depicting various careers. Books on occupations, traditional and non-traditional, will be available to the children.

2. A fieldtrip through the community will be scheduled. The children will talk with and see community people at work. (Try to include work places where people are in non-traditional jobs.)

3. Speakers from non-traditional jobs will visit the classroom and tell about their jobs.

Student Activities

1. The children will role play using prop boxes.
2. The children will draw pictures and/or write stories about what they might be when they grow up.
3. Adults from the children's families or neighborhood will be interviewed.
4. Parents will tell about their jobs.
5. Educational and/or skill training required for the parents' occupations will be recorded.

D. Assessment of Unit Success (this section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers: People from the community who are in non-traditional roles.

Books: Suitable for teaching children about non-traditional jobs.

Prop boxes of uniforms, clothing, work kits, etc.

6. New Terminology (Terms and definitions)

Career - job chosen as one's lifework

Traditional job - usual job for a man or woman.

Non-traditional job - unusual job for a man or woman.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. The children will be able to tell what careers they like in their community.

B. The children will share and discuss ideas about the careers they have studied.

C. The children will role play a situation taking a point of view that is opposite their own.

D. The students will be able to tell about the roles of the community helpers and the skills required to fulfill these jobs.

8. Follow-Up

Learning about career opportunities will be an on-going experience through various media, such as books, films, and resource people.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Men's Lives

AREA OF INSTRUCTION Sociology (Social Studies)

GRADE LEVEL 10-12

APPROXIMATE TIME TO COMPLETE UNIT 110 minutes

1. Statement of the Problem

New expectations and demands are being made on American males.

2. Strategy Description (Nature of the task)

This strategy includes:

A. An opening discussion on how students think lifestyles for men have changed since 1960. (Accept all views.) How have changes in roles for women affected men? (Accept all views.) What is the "ideal man"?

B. A showing of the film, "Men's Lives."

C. Discussion of the film, including traditional versus new roles for both men and women, and the effect of society on defining roles.

D. Discussion of the difficulty in changing values.

E. Students' written reaction to the film, including their opinion of what a man's role should be in 1980.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize that there are varied values and viewpoints on men's or women's roles.

B. Evaluate and express his/her own feelings.

C. Describe the past and present roles and role changes for both sexes and discuss the difficulty in accepting new roles.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Make handout defining the terms: "role," "value," "stereotype," and "bias."

b. Discuss with students their idea of an "ideal man" in our society. Is this a traditional list of traits? Will men have to change if women are changing roles?

2. Student Preparation

Students will prepare a description of what they consider to be an "ideal man."

B. Introduction

Compare each student's "ideal man" and his traits with an ideal of a male without sex bias.

C. Teaching Activities

Facilitate the class discussions and help students draw conclusions.

Student Activities

1. Describe an "ideal man." Discuss.

2. View movie, "Men's Lives"; write reaction; give own opinion of male role.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Film:

"Men's Lives" - available from:
The Vocational Education Equity Center
Secondary & Adult Teacher Education
College of Education
University of New Mexico
Albuquerque, NM 87131

Guest speakers representing varied viewpoints.

6. New Terminology (Terms and definitions)

Value - a strong belief; a high regard for an ideal or principle.

Role - a person's function or job in the family or society.

Sex role stereotyping - attribution of behavior to a person because of sex, race or age.

Sex bias - behavior resulting from the assumption that one group is is superior to another because of age, sex, or race.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

a. Students will be able to state their own viewpoint on men's roles and defend this view. They will also be able to explain the other point of view and the reasons for this view as expressed in the classroom discussions. They will write a short paper explaining and giving reasons for both the traditional and new male roles and express their opinion as to which is best for society.

b. Students will be able to describe in a short essay the possible and present changes in roles for both men and women.

8. Follow-Up

Several guest speakers with varied viewpoints will be invited to speak to the class.

9. Additional Information

More value clarification exercises should be done in class with students having a chance to consider statements and express opinions without feeling that everyone has to agree.

SPECIAL EDUCATION

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE A Job For Me

AREA OF INSTRUCTION Career Education for Special Education

GRADE LEVEL 5 and above or age 12 and above in nongraded classes

APPROXIMATE TIME TO COMPLETE UNIT 40 minutes (Two-20 minute sessions)

1. Statement of the Problem

Limited career choices, because most jobs are stereotyped traditionally male or female, are a problem for all in the area of education. When dealing with Special Education, the problem is magnified due to the fact that there are fewer career options available to the special student.

2. Strategy Description (Nature of the task)

This strategy includes activities:

A. To help students acquire non-sexist attitudes toward career selections.

B. To help students understand why males and females have been channeled into traditional careers.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Recognize that feelings and attitudes about jobs are personal and may be different from their peers.

B. Analyze a career by its qualifications and not by its tradition.

4. Suggested Procedures

A. Pre-Teaching Activities

1. Teacher Preparation

a. Prepare a list of job titles and brief descriptions of each.

b. Prepare, for the students, individual papers divided into columns headed by "male/female/either".

2. Student Preparation

None

B. Introduction

1. Discuss with the students the meaning of feelings and values and how we acquire them.

2. Explain that:

a. Others' values and feelings often influence an individual's career choice.

b. It is important to find a job/career that one really enjoys.

c. It is important to understand why some jobs have been sex role stereotyped.

C. Teaching Activities

1. Read the list of different titles of occupations and the brief description of each.

2. Have students check the column in which the job traditionally belonged.

3. Discuss the results--the reasons why they put certain jobs into certain categories.

4. Discuss the qualifications for selected jobs and whether or not the jobs may be done equally well by either sex.

Student Activities

1. Fill out sheets as described above.

2. Participate in the group discussion concerning job qualifications and who would be able to consider the job.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Community people now engaged in non-traditional careers.

Various lists with job titles and qualifications.

6. New Terminology (Terms and definitions)

Non-traditional - not in the usual custom.

Qualifications - any ability or training that fits a person for a specific job.

Sex stereotype - attributing job roles to a person on the basis of her/his sex.

Value - personal standard; to regard highly.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Group discussions will serve to evaluate the students' understanding of values and attitudes toward different jobs.

B. Given a simple job description, the student will be able to:

1. Explain what the traditional sex of selected careers has been.
2. List at least 3 qualifications of a selected job.
3. Discuss the potential of both sexes performing on most jobs.

8. Follow-Up

As different jobs are discussed throughout the year, the class will discuss the qualifications of various jobs and that either sex may be able to handle most or all of them.

9. Additional Information

It is important for the student to know that a career should be something she/he truly enjoys, and the decision for making that career choice should come from each individual's value system.

SEX DESEGREGATION TRAINING INSTITUTE

STRATEGY PLAN

Classroom Activities

TITLE Career Exploration for Learning Disabled Girls (Boys)

AREA OF INSTRUCTION Counseling/Special Education

GRADE LEVEL 8th

APPROXIMATE TIME TO COMPLETE UNIT 9 weeks (once a week during Semester II)

1. Statement of the Problem

Learning disabled girls are forced to consider their vocational futures much sooner than non-learning disabled girls. They are often near maximum proficiency in academics by the end of eighth grade. They must then integrate these skills and develop them within a vocational context. High school curricula for them requires vocational choices in their beginning year. Therefore, exposure to the issue of vocations is appropriately initiated as they prepare for high school.

In addition, traditional vocational choices for these girls center around low-paying occupations (child care, clerical, food service, etc.); and yet non-traditional female occupations, often parallel in skill level, are often more financially rewarding (construction, building trades, etc.).

2. Strategy Description (Nature of the task)

This strategy includes:

A. Exposure of learning disabled eighth grade girls to a broader vocational field from which to pursue occupational choices, including non-traditional careers.

3. Performance Objectives (Expected student outcome)

After completing this unit of instruction, the student should be able to:

A. Ponder, with increased awareness and information, her future vocational pursuits.

B. Consider vocations from a more androgynous viewpoint.

4. Suggested Procedures

   A. Pre-Teaching Activities

      1. Teacher Preparation

         a. Invite speakers.

         b. Plan for field trips (after the 6th week).

      2. Student Preparation

         None

   B. Introduction

      Introduce a unit on career awareness by informing girls of their needs in a way that will help them to begin to think in terms of vocational planning.

   C. Teaching Activities

      1. Group discussion (1st week) 30 minutes:
         Discuss the concept of careers, the need for planning, and the assessment of strengths and weaknesses which need to be considered when choosing careers. Discuss the concept of stereotyped occupations for males and females.

      2. Group discussion (2nd week):
         Have girls list hobbies, strengths, weaknesses, and goals regarding their future. Integrate them into vocational characteristics. Check for stereotyped thinking and encourage exploration of non-traditional avenues. Use information to develop individual vocational profiles.

      3. Group discussion (3rd, 4th, and 5th week) 30 minutes each:
         Discuss community resources and present speakers from traditional and non-traditional careers.

      4. Group discussion (6th week) 30 minutes:
         Evaluate vocational profiles that were developed in session 2. Modify these profiles according to the new information received during sessions 3, 4, and 5.

      5. Field trip (7th week) all day:
         Visit either training or work sites that are appropriate to vocational profiles that have been developed.

      6. Work session (8th week) 30 minutes:
         Integrate information from field trips into vocational profiles.

      7. Wrap-up session (9th week) 30 minutes:
         Summarize and evaluate the unit.

Compare students' attitudes, choices, etc. and how they progressed during the unit. Apply the new information to scheduling choices made at the high school registration in the spring of the eighth grade year.

D. Assessment of Unit Success (This section should be filled out after the teacher presents this strategy to the class. The students should be involved with the interpretation that is recorded here.)

1. Student Feedback

2. Teacher Observation

3. Unexpected Outcomes

5. Resources (Speakers, publications, community agencies - use complete bibliography)

Speakers from traditional and non-traditional careers.

Speakers from training programs.

6. New Terminology (Terms and definitions)

Vocabulary related to various careers.

7. Measurement of Performance Objectives

The performance objectives previously stated will be measured in the following ways:

A. Compare vocational profiles developed at the onset of the program with those completed by the end of the program.

B. Evaluate student choice of high school courses to see if non-traditional avenues were chosen.

8. Follow-Up

Check students' progress in high school through their work/study program.

9. Additional Information

This unit could apply equally well to males with learning disabilities.

PART II

STRATEGY PLANS FOR ADMINISTRATORS

ATHLETICS/PHYSICAL EDUCATION

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Are Male & Female Coaches Treated Equally?"

I. Description of Problem

Inequity exists in the assignment and compensation of coaches and assistant coaches for athletics.

II. Rationale for Attacking the Problem

The increment for coaches needs to be modified where necessary to ensure that both females and males are effectively accommodated as required by Title IX.

III. Terminal Performance Objective (Goal)

The assignment and compensation of coaches and assistant coaches for athletics will be equitable.

IV. Enabling Objectives

After this strategy is implemented, the results will be:

A. Equal compensation according to the number of participants that each coach must manage.

B. Equal compensation for all coaches regarding team schedules.

C. Equal compensation for all coaches regarding practice times.

D. Equal assignments for certified female and male coaches.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Review the policies pertaining to the provision of athletic benefits to ensure compliance with equal opportunity criteria of the Title IX regulation.	Staff attitude	Title IX Awareness Workshop
B. Review the budget materials and expenditures pertaining to the athletic programs to ensure that funds are allocated to provide equal athletic opportunities for females and males according to Title IX requirements.	Not enough money available.	Review present expenditures and change allocations.
C. Modify athletic programs and practices where necessary to ensure that there is sex equity as required by Title IX.	Budget	Form committee to work on new athletic program that complies with Title IX regulations.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	Activity Completed NO
A. Review IX Awareness Workshop	1980 (Fall)		
B. Title IX Awareness Workshop	1980 (Fall)		
C. Form Committee	1980 (Fall)		
D. Modify athletic program to comply with Title IX regulations	1981 (Spring)		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Equal compensation according to the number of participants that each coach must manage.	Observe the salary scale and class assignments designated to each coach.
B. Equal compensation for all coaches regarding team schedules.	Observe the practice times and facilities used by each coach.
C. Equal compensation for all coaches regarding practice times.	Observe the practice sessions to assure that the coaches and teams are sharing times and facilities equally.
D. Equal assignments for certified female and male coaches.	Interview the coaches.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Equalizing Male & Female Athletic Programs"

I. Description of Problem

The athletic program at the high school is not in compliance with Title IX requirements.

II. Rationale for Attacking the Problem

The transportation provided for girls' teams is not equal to that provided for boys' teams. The girls' basketball team has to go to another school to practice.

III. Terminal Performance Objective (Goal)

Equal transportation and practice facilities will be provided for all teams.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. The girls' teams will be able to use the "athletic" bus (a bus with superior facilities) an equal number of times for away games.

B. The girls' basketball team will practice in the new gymnasium an equal number of times as the boys' basketball team practices in it.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Meet with the coaches for awareness of the problems.	Not interested--do not wish to change established procedures.	Provide inservice activities to raise the awareness level of Title IX.
B. Set up a time schedule for both teams, that includes equal travel time on the "athletic" bus for girls and boys.	Football players cannot take all equipment on school bus.	Purchase a new bus.
C. Design a time schedule that provides for equal practice times in the new gymnasium for girls' and boys' basketball teams.	Coaches do not want to change established procedures.	Design a schedule that provides equal time, but does not detract from any program.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Meet with the coaches for awareness of the problems.	March 17, 1980		
B. Set up a time schedule for both teams, that includes equal travel time on the "athletic" bus for girls and boys.	Depending on purchase of new bus.		
C. Design a time schedule that provides for equal practice times in the new gymnasium for girls' and boys' basketball teams.	October, 1980		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. The girls' teams will be able to use the "athletic" bus (a bus with superior facilities) an equal number of times for away games.	Review the schedule to determine if the girls do have equal access to the "athletic" bus for away games. Check not only for the quantity, but also for the quality of experiences in which the girls are engaged.
B. The girls' basketball team will practice in the new gymnasium an equal number of times as the boys' basketball team practices in it.	Review the practice schedule to assure equal treatment. Discuss this situation with the coaches and students, to assure that the girls are not receiving non-verbal or other psychological messages that might affect their attitudes about the situation.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Integrating Physical Education Classes"

I. Description of Problem

Physical education classes at the junior high and high school are not integrated according to Title IX regulations. Boys and girls are housed in the same facility with separate activities for males and females.

II. Rationale for Attacking the Problem

Schools can no longer offer separate courses for girls and boys in the area of physical education. In order to comply with the Title IX regulations, steps must be taken immediately for a totally integrated program.

III. Terminal Performance Objective (Goal)

By the end of the school year 1980-81, all grades, K-12, will be in compliance with Title IX in the area of physical education.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. An awareness of the physical education staff of Title IX regulations.

B. Coordination of K-12 physical education programs.

C. A revision of the curriculum to reflect the goals and needs for an integrated physical education program.

D. Development of new sex equity materials and the implementation of new methods of teaching by the physical education staff.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Provide inservice for administrative and relevant staff on Title IX issues.	Staff attitudes.	Conduct an awareness session where the staff can air their concerns.
B. Plan workshops for P.E. teachers K-12 to begin curriculum changes.	Lack of time.	
C. Begin working on strategies to be implemented.	Lack of budget.	Arrange release time for the staff during the working day.
D. Develop criteria for ability grouping if need arises.	Lack of staff.	Hire aides to help supervise the locker rooms.
E. Formulate policy for student and faculty handbooks.	Time and extra effort.	Provide necessary time and assistance.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Provide inservice for administrative and relevant staff on Title IX issues.	Implementation to begin immediately for school year 1980-81.		
B. Plan workshops for P.E. teachers K-12 to begin curriculum changes.			
C. Begin working on strategies to be implemented.			
D. Develop criteria for ability grouping if need arises.			
E. Formulate policy for student and faculty handbooks.			

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. An awareness of the physical education staff of Title IX regulations.	Inclusion of items in staff evaluations which indicate compliance with Title IX.
B. Coordination of K-12 physical education program.	Continuous monitoring of activities by Title IX Coordinator, Director of Instruction, Principals, Assistant Principals.
C. A revision of the curriculum to reflect the goals and needs for an integrated physical education program.	New curriculum will be written and checked by the Title IX Coordinator.
D. Development of new sex equity materials and the implementation of new methods of teaching by the physical education staff.	New materials will be developed and implemented in the classroom. Students will be asked to evaluate the program, as well as the P.E. staff.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Lifetime Sports For Everyone"

I. Description of Problem

P.E. curriculum has been redesigned for implementation in 1980-81, to comply with Title IX, especially through the use of authentic curriculum goals for last units of P.E. in high school. This curriculum, therefore, emphasizes lifetime sports. Lifetime sports are, in the main, co-ed sports. This plan necessitates a major funding request for which Board action, as well as administrator support, is needed.

II. Rationale for Attacking the Problem

There were three major points in the rationale presented:

1. To develop the necessary Board of Education support for foundation funding for a lifetime sports program.
2. To develop citizen and school-professional understanding of the differences between funding for P.E. programs and athletics.
3. To provide a P.E. program for 90 percent of the students of comparable quality to the athletic programs offered to the 10 percent of students classed as physically talented.

III. Terminal Performance Objective (Goal)

This strategy is a plan to include lifetime sports (including a full range of co-ed opportunities) as part of the major thrust by the Coordinator of Elementary/Secondary Education to upgrade all curricula in the secondary schools.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be to:

A. Obtain adequate funding for supply and equipment purchases for lifetime sports program 8-12.

B. Receive full cooperation and commitment by department members of Junior and Senior High Schools to co-ed P.E.

C. Develop a curriculum which contains viable options for students of varying physical types and talent in motor skills, rather than endurance of a watered down "athletic" hour by 80-90 percent of the students.

D. Prepare for an increase in elective enrollment in physical education.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. August workshop in co-ed curriculum design.	Teacher/Admininstrator resistance.	Utilize teacher/administrator self-interest in the equipment gain, plus a professional recognition of their content area.
B. Present to Board overall plan of curriculum.	Misunderstandings of P.E. VS. Athletics.	Present a concise, well-thought out presentation to the Board, using the expertise of the State Department of Education and local P.E. teachers.
C. Gain Citizen Committee support.	Misunderstandings of P.E. VS. Athletics.	Present a concise, well-thought out presentation to the group, using the expertise of the State Department of Education and local P.E. teachers.
D. Develop budget, 8-12 requests.	In-fighting with schools and departments on amounts, etc.	Utilize the professionalism of the department chairs.
E. Get Board support and approval.	Interference from other departments needing budget requests.	Make fair appraisals and presentations of their problems at the appropriate budget meetings.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	Activity Completed NO
A. August workshop in co-ed curriculum design.	August, 1979	X	
B. Present to Board overall plan of curriculum	November, 1979	X	
C. Gain Citizen Committee support.	December, 1979	X	
D. Develop budget, 8-12 requests.	January, 1980	X	
E. Get Board support and approval for budget.	February-April, 1980	X	
FINAL APPROVED AMOUNT $11,000	April 18, 1980	X	

VII. Evaluation (How will the results be measured?)

By monitoring (visual evidence) of program in place and on-going in school year, 1980-81, at both schools by Coordinator of Elementary/Secondary Education and Title IX Sub-Committee.

Objectives (List from first page)	Measurement of Objectives (Method used)	Date Completed
A. Obtain adequate funding for supply and equipment purchases for lifetime sports program 8-12.	Budget line items evidence ($11,000 - 4/15/80)	May, 1980
B. Receive full cooperation and commitment by department members of Junior and Senior High Schools to co-ed P.E.	Monitor classes and tally the number of males and females participating in the activities.	May, 1981
C. Develop a curriculum which contains viable options for students of varying physical types and talent in motor skills, rather than endurance of a watered down "athletic" hour by 80-90 percent of the students.	Course development and pre-enrollment options in lifetime sports co-ed courses will be developed and checked by the Title IX Coordinator.	January, 1980
D. Prepare for an increase in elective enrollment in physical education.	The enrollment in elective P.E. courses will double in pre-enrollment for 1980-81.	February, 1980

COMMUNITY AWARENESS
PROGRAMS FOR TITLE IX

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"A Program To Develop Parental Support For Title IX"

I. Description of Problem

Parents in the Public Schools are not aware of Title IX and the impetus for the attainment of sex equity which has been effective in reducing sex bias in the classroom and instructional situations.

II. Rationale for Attacking the Problem

In order to equalize educational opportunities for boys and girls in the Public School District, the parents need to become aware of the biases and stereotypes which impede the physical, emotional, psychological, and intellectual development of their children.

III. Terminal Performance Objective (Goal)

Seventy percent of the parents of the students enrolled in the Public School District will demonstrate their awareness of the basic implications of Title IX, and its effects on the total school program.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be that the parents will be able to:

A. Discuss their feelings relative to this issue with school personnel, with their children, and with other members of the community.

B. Encourage their children to enroll in non-traditional classes.

C. Support co-educational sports and activities such as soccer, baseball, Future Farmers of America (FFA), etc.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. A pamphlet explaining the Title IX legislation will be sent to the parents of every child enrolled in the Public Schools in terms comprehensible to the parents.	Pamphlet may be lost by child.	Parent must sign bottom portion acknowledging receipt and must return with child to homeroom teacher.
B. Title IX workshops will be presented at all school PTA meetings.	Not all parents attend PTA meetings.	Arrange an activity that will attract parents.
C. A group of 25 high school seniors will attend a training session on Title IX then be given the task of contacting 15 parents each to make them aware of Title IX.	None	None
D. Poster notices of District's responsibility to achieve sex equity shall be displayed in post offices and grocery stores throughout the district.	None	None
E. Notice of above will be sent to all pueblo governors with request to display such in community centers.	None	None
F. Two articles about the school's attempt of above shall be published in local newspaper.	None	None

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. A pamphlet explaining the Title IX legislation will be sent to the parents of every child enrolled in the Public Schools in terms comprehensible to the parents.	September, 1980		
B. Title IX workshops will be presented at all school PTA meetings.	September, 1980		
C. A group of 25 high school seniors will attend a training session on Title IX then be given the task of contacting 15 parents each to make them aware of Title IX.	October, 1980		
D. Poster notices of District's responsibility to achieve sex equity shall be displayed in post offices and grocery stores throughout the district.	September, 1980 through May, 1981 (A different poster each month).		
E. Notice of above will be sent to all pueblo governors with request to display such in community centers.	September, 1980		
F. Two articles about the school's attempt of above shall be published in local newspaper.	September, 1980 (First article) January, 1981 (Second article)		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Discuss their feelings relative to this issue with school personnel, with their children, and with other members of the community.	In Spring of 1981, a community needs assessment will be completed. A questionnaire will be sent to parents to assess their knowledge of Title IX. This questionnaire will serve as the evaluation for the 1980-81 thrust and will be used to assess the needs for more distribution of information and community workshops for the 1981-82 school year.
B. Encourage their children to enroll in non-traditional classes.	
C. Support co-educational sports and activities such as soccer, baseball, Future Farmers of America (FFA), etc.	

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Disseminating Title IX Information To The Community"

I. Description of Problem

The School District is in a tri-cultural community--Spanish-Anglo-Tiwa--and geographically very diverse. Two radio stations and one weekly newspaper serve the area. These do an adequate job of disseminating newsworthy information. Title IX compliance information, although critical to community interaction, is not necessarily newsworthy; therefore, the schools have to use their own means of communicating information to the community in Spanish, English, and Tiwa.

II. Rationale for Attacking the Problem

The School District has a number of communication avenues open to the community for spreading information. A conscious effort has to be made by planners to include Title IX activities in these publications and news programs such as the Community Newsletter, school newspapers, etc. However, an important prerequisite to community members beginning to learn about Title IX and how it affects the School District is for District employees themselves to be given adequate Title IX orientation and training.

III. Terminal Performance Objective (Goal)

A. By the beginning of the 1980-81 school year at least 80 percent of the School District employees will have received information about Title IX sex equity regulations through oral and written means, to the extent of awareness satisfactory to the Title IX compliance person. These employees represent a good sample of the community.

B. By the end of the 1980-81 school year the community will have received broad exposure to Title IX through the various dissemination channels available to the School District.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be that the staff of the School District will be able to:

A. Have access to Title IX information.

B. Answer questions that parents may ask concerning Title IX compliance.

C. Recognize classroom practices that constitute sex equity.

D. Implement practices that will lead to sex equity in the classroom for all content fields.

E. Disseminate information about Title IX to the community.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Review Title IX needs assessment for staff at pre-service orientation.	Lack of time on the agenda.	Better planning by the administrators.
B. Publish Title IX regulations in school newsletter at the beginning of the school year in English and Spanish.	Lack of staff interest and attention.	Better planning by the committees.
C. Schedule radio time on school programs to broadcast Title IX information in English, Tiwa, Spanish for dissemination to the community.	Possibility of the printed word not reaching everyone for whom it is intended.	Board awareness of the need.
D. Announce Title IX activities on announcement section of newsletter.	Possibility of the broadcasts not reaching audience for whom they are intended.	Make printed articles short and interesting.
E. Discuss sex equity classroom practices and affirmative action procedures at faculty meetings.	Some staff not interested.	Get all members involved in being responsible for some report, activity, etc.
F. Write news articles for newspaper and radio stations. Submit them to the agencies.	Agencies not interested in publicizing information.	Take students and/or community members along and deliver them personally to the individuals in charge.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Renew Title IX needs assessment for staff at pre-service orientation.	First day of 1980-81 school calendar on or about 8/22/80.		
B. Publish Title IX regulations in school newsletter at the beginning of the school year in English and Spanish.	Newsletter bi-weekly during September, October, 1980.		
C. Schedule radio time on school programs to broadcast Title IX information in English, Tiwa, Spanish for dissemination to the community.	Schedule on KXRT, Taos Forum, September, 1980. Schedule on KKIT, What's New, September, 1980.		
D. Announce Title IX activities on announcement section of newsletter.	Bi-weekly on schedule of announcements.		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Have access to Title IX information.	A short inventory will be used to measure awareness.
B. Answer questions that parents may ask concerning Title IX compliance.	Observation reports from staff and parent organizations will be designed and completed.
C. Recognize classroom practices that constitute sex equity.	A staff member will monitor reports to the compliance officer from the principals and the steering committee.
D. Implement practices that will lead to sex equity in the classroom for all content fields.	Observation reports from the compliance officer to the Superintendent will be designed and completed.
E. Disseminate information about Title IX to the community.	A checklist will be developed which will record all the public information resources that will disseminate Title IX information.

FACULTY & STAFF DEVELOPMENT

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Designing A Sex Fair Curriculum In The Area Of Career Education"

I. Description of Problem

Elementary school children very often are introduced to careers through sex biased presentations (media, textbooks, role models, parenting practices, etc.). This initial introduction to careers serves to predispose individuals to seek out traditional male and female occupations in later life.

II. Rationale for Attacking the Problem

All fifth and sixth grade students should have an awareness that is not sex biased. This kind of an awareness would help students develop a variety of interests which could lead to the development of their full human potential.

III. Terminal Performance Objective (Goal)

To develop a program in the elementary school that would provide sex fair instruction and curriculum materials that deal with the area of career education.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Develop a program for teachers that would instruct them in the use of sex biased materials in a sex fair way.

B. Provide a training program for librarians on awareness of sex biases in library materials.

C. Have fifth and sixth graders (who have participated in counselor-led groups dealing with careers and sex discrimination) review library materials for sex biases.

D. Provide each teacher with a list of bias free career information gathered from workshops, publishers, and organizations.

E. Facilitate a group in each fifth and sixth grade classroom which deals with the sexual myths and facts with regard to careers.

F. Initiate a career unit in each fifth and sixth grade classroom which emphasizes the careers now open for men and women. The introduction will be given by the counselor and the unit will be conducted by the classroom teacher.

V. Procedures to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Work with the teachers in removing sex biased materials.	Faculty is not supportive.	Provide in-service workshops to faculty.
B. Provide the teachers with a list of non-discriminatory materials.		Send out a brief written explanation to all of the faculty.
C. Facilitate groups in fifth and sixth grade classes.		
D. Initiate a career unit in each fifth and sixth grade classroom.		
E. Work with the librarians and provide the students with help in reviewing the materials.	Time	Start early in the year.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Work with the teachers in removing sex biased materials.	April 7-11, 1980		
B. Provide the teachers with a list of non-discriminatory materials.	April 7, 1980		
C. Facilitate groups in fifth and sixth grade classes.	April 14-18, 1980		
D. Initiate a career unit in each fifth and sixth grade classroom.	April 21-25, 1980		
E. Work with the librarians and provide the students with help in reviewing the materials.	April 24-28, 1980		

VII. Evaluation (How will the results be measured?)

	Objectives (List from first page)	Measurement of Objectives (Method used)
A.	Develop a program for teachers that would instruct them in the use of sex biased materials in a sex fair way.	A program has been developed which will instruct teachers in the use of sex biased materials.
B.	Provide a training program for librarians on awareness of sex biases in library materials.	A training program for librarians was conducted.
C.	Have fifth and sixth graders (who have participated in counselor-led groups dealing with careers and sex discrimination) review library materials for sex biases.	Students review library materials for sex biases and tally the discriminations found.
D.	Provide each teacher with a list of bias-free career information gathered from workshops, publishers, and organizations.	Sex bias free career materials have been distributed to each teacher.
E.	Facilitate a group in each fifth and sixth grade classroom which deals with the sexual myths and facts with regard to careers.	Counseling groups have been conducted in each 5th and 6th grade classroom dealing with sex biases.
F.	Initiate a career unit in each fifth and sixth grade classroom which emphasizes the careers now open for men and women. The introduction will be given by the counselor and the unit will be conducted by the classroom teacher.	A career center has been developed for each 5th and 6th grade classroom dealing with sex equity in careers.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Teacher Self-Analysis For Sexist Practices"

I. Description of Problem

Teachers use sex biased language and exhibit sex biased behavior in the classroom.

II. Rationale for Attacking the Problem

Students should not be subjected to sex biased behavior that will psychologically or emotionally damage their potential.

III. Terminal Performance Objective (Goal)

To assist teachers in becoming aware of their sex biased language and behavior and to help them minimize and/or eliminate such negative behaviors.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the teacher will:

A. Be aware that verbal sex bias toward students is damaging to the students and is against the law.

B. Identify at least three sexist behaviors that they exhibit.

C. Eliminate a minimum of one sexist behavior in their classroom.

D. Identify sex biased language in the reading materials that are provided by the school for the students.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Have a guest speaker who is knowledgeable in the field of sex equity speak to a large group of teachers.	Title IX Coordinator not available.	
B. Show a movie and/or filmstrip dealing with sex equity to the group.	Movie not available through the public schools.	Obtain movies and filmstrips from SDTI at UNM or from the Sex Desegregation Assistance Center in Nacogdoches, Texas.
C. Provide textbooks, magazines, library books to small groups for evaluation.		
D. Conduct discussions of Title IX issues in small groups and identify sex biased behaviors.	Small groups may not be comfortable in dealing with the issues.	Prepare group facilitators ahead of time to help people open up.
E. Gather large group reports of the findings in the reading material evaluations and identify sex biased behaviors.		
F. Compile the results of the findings.		

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	 NO
A. Have a guest speaker who is knowledgeable in the field of sex equity speak to a large group.	March 7, 1980		

VI. Time Table of Events (continued)

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed
B. Show a movie and/or filmstrip dealing with sex equity to the group.	March 7, 1980	
C. Provide textbooks, magazines, library books to small groups for evaluation.	April 23, 1980	
D. Conduct discussions of Title IX issues in small groups and identify sex biased behaviors.	April 23, 1980	
E. Gather large group reports of the findings in the reading material evaluations and identify sex biased behaviors.	April 23, 1980	
F. Compile the results of the findings.		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Be aware that verbal sex [illegible] toward students is damaging to the students and is against the law.	Teachers will be able to verbalize awareness in group discussions.
B. Identify at least three sexist behaviors that they exhibit.	Teachers will be able to verbalize 3 behaviors.
C. Eliminate a minimum of one sexist behavior in their classroom.	Each teacher will set a personal goal and monitor his/her own behavior.
D. Identify sex biased language in the reading materials that are provided by the school for the students.	Small group analysis of textbooks will aid individuals in identifying sex bias in the materials.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Textbook Review For Sexism"

I. Description of Problem

Most of the textbooks used in the school district are sex biased.

II. Rationale for Attacking the Problem

Instructional materials, specifically textbooks, stereotype boys and girls in traditional roles such as women as nurses and men as doctors, which consequently has an effect on limiting choices for males and females in later life.

III. Terminal Performance Objective (Goal)

Sex biased books will no longer be purchased by the school district, and books already in the classroom should continually be monitored for sex bias.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. By the end of the 1980-81 school year, all administrators will have been exposed to an awareness workshop on evaluating textbooks for sex biases.

B. By the end of the 1981-82 school year, the department heads will be aware and will be able to avoid selecting sex biased books and other materials for their departments.

C. By the end of the 1982-83 school year, the staff and all employees of the district will be able to evaluate and analyze textbooks for sex biases.

D. By the end of the 1981-82 school year, all students in the secondary school will have been exposed to an awareness session on evaluating textbooks for sex biases.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Conduct awareness meetings with administrators and administrative council.	Attitudes of principals and department heads.	Increasing awareness by showing actual examples of sex biased textbooks.
B. Hold in-service meetings with teachers by departments	Negative attitudes by the staff that "another burden is being placed on their shoulders."	Explaining to department chairpersons and showing them materials in their area which contain sex stereotypes.
C. Conduct in-service meetings with faculty and aides and all school employees.		Discussing the importance of evaluating textbooks and other instructional materials for biases and not purchasing from these publishers.
D. Conduct awareness sessions with students.	Time to meet.	
E. Continue dissemination of materials through newspapers, radio, bulletin boards, and school newsletter, etc.		

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	Activity Completed NO
A. Conduct awareness meetings with administrators and administrative council.	May, 1980		
B. Hold in-service meetings with teachers by departments.	Fall, 1980		
C. Conduct in-service meeting with faculty and aides and all school employees.	Fall, 1980		

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed
D. Conduct awareness sessions with students.	Fall, 1980	
E. Continue dissemination of materials through newspapers, radio, bulletin boards, and school newsletter, etc.	Continuing	

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. By the end of the 1980-81 school year, all administrators will have been exposed to an awareness workshop on evaluating textbooks for sex biases.	Administrators will be asked, at administrative council meetings, for periodical progress reports in the area of textbook acquisitions, specifically those without sex biases.
B. By the end of the 1981-82 school year, the department heads will be aware and will be able to avoid selecting sex biased books and other materials for their departments.	Departmental meetings will be held and periodic reports will be made on newly acquired textbooks by the directors of instruction. A list will be made available of publishers who continue to publish sex biased books.
C. By the end of the 1982-83 school year, the staff and all employees of the district will be able to evaluate and analyze textbooks for sex biases.	No sex biased teaching materials will be available for students of the school district.
D. By the end of the 1981-82 school year, all students in the secondary school will have been exposed to an awareness session on evaluating textbooks for sex biases.	Student sessions will be held, whereby they will evaluate textbooks for sex biases. An evaluation form will be developed for them to use as criteria for measuring.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Understanding Title IX Compliance Regulations

I. Description of Problem

Some school districts do not conduct in-service meetings specifically designed to inform faculty on all phases of Title IX Compliance regulations, nor do they inform the faculty of ways to develop classroom practices that deal with sex equity. A program needs to be designed and incorporated into the school's in-service program at all levels to assure that these are being done.

II. Rationale for Attacking the Problem

All faculty and staff members need to have a good understanding of Title IX and how it affects them personally and in the development of classroom activities. Up to now, no presentations or awareness sessions have been scheduled to help them learn about Title IX and its implications.

The district has an on-going in-service program designed to meet minimum standards for the state. The in-service is scheduled and planned by a steering committee. It would be practical to include the Title IX Task Force in this committee and include Title IX activities in the in-service agenda.

III. Terminal Performance Objective (Goal)

A. It will be assured that the school's staff is aware of Title IX regulations and that they will recognize practices that constitute violations of the law.

B. It will be assured that 90 percent of all school personnel will be able to incorporate strategies into their classrooms or work situations, to implement activities leading to full Title IX compliance.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Awareness by all the staff of the Title IX law and its enactments.

B. Recognition by the staff of the biases in curriculum and in textbooks, etc.

C. Reflection of a more positive attitude by the staff's behavior towards sex equity.

D. Integration of Title IX regulations into their activities by the teaching staff.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Conduct in-service workshops.	Lack of budget.	Pre-plan budget.
B. Schedule sessions by the schools at the elementary levels.	Lack of time.	Use of committees to initiate actions.
C. Schedule in-service for the administration.	Poor attitudes.	Impose stricter enforcement.
D. Schedule in-service for the secondary schools by departments.	Fear of change.	Develop evaluation procedures.
E. Disseminate scheduled meeting information through printed media and the use of resource persons.	Cultural traditions.	Delegate responsibility
	Conditioning.	

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	Activity Completed NO
A. Conduct in-service workshops.	Begin April, 1980		
B. Schedule sessions by the schools at the elementary levels.			
C. Schedule in-service for the administration.	Administration Council Begin with the 1980-81 school year.		
D. Schedule in-service for the secondary schools by departments.			
E. Disseminate scheduled meeting information through printed media and the use of resource persons.	Regularly scheduled on radio stations.		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Awareness by all the staff of the Title IX law and its enactments.	Group discussions and workshops will be evaluated on a form made up by the Title IX task force. Information will be disseminated through newsletters, newspapers, radio, etc.
B. Recognition by the staff of the biases in curriculum and in textbooks, etc.	Pre- and post-testing at in-service meetings will be done to determine changed attitudes and awareness.
C. Reflection of a more positive attitude by the staff's behavior towards sex equity.	Project monitors will visit classrooms and all curricular activities for biases. Activities will be monitored on a regular basis and reports will be made to the compliance officer.
D. Integration of Title IX regulations into their activities by the teaching staff.	Monitor observation will be conducted and reports to the compliance officer will be written.

NEW PRIORITIES FOR ADMINISTRATORS

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Equal Pay For Equal Responsibility"

I. Description of Problem

Duties for the schools in the district are often assigned on the basis of sex.

II. Rationale for Attacking the Problem

Tradition has provided the rationale that women should not take outside duties. It would seem that equal pay should also call for equal responsibility.

III. Terminal Performance Objective (Goal)

Duties should be equally distributed among the female and male staff.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Women and men will have outside duty on an equal basis.

B. Women and men will have inside duty on an equal basis.

C. Duties could be exchanged between two people, but a written chart would be kept of which person had the responsibility for the duty.

D. The staff will be aware of equal pay scales for men and women.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Develop in the administrators of the district an awareness of the discrepancy in duties.	Traditional views of men taking the responsibility for women.	Provide accurate information to counteract the misconceptions.
B. Distribute a questionnaire to the staff asking for their views on the problem. (Determine the scope of duties as "good" or "bad.")	Health conditions may prohibit duties.	Individual limitations should be recognized and treated equitably.
C. Prepare a written chart of duty assignments given to staff. Have administrators check to see that staff is doing assigned duties.	Staff antagonism over duty changes.	Changes must be mutually agreed upon by all concerned.
D. Inform staff of duties and write in changes.		
E. Periodically and frequently check staff to positively reinforce duty responsibilities.		

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	NO
A. Develop in the administrators of the district an awareness of the discrepancy in duties.	March, 1980		

VI. Time Table of Events (continued)

Activity or Steps (repeated from above)	Date to be Completed	Activity Completed
B. Distribute a questionnaire to the staff asking for their views on the problem. Determine the scope of duties as "good" or "bad."	April, 1980	
C. Prepare a written chart of duty assignments given to the staff. Have administrators check to see that the staff is doing assigned duties.	August, 1980	
D. Inform staff of duties and write in changes.	September, 1980	
E. Periodically and frequently check staff to positively reinforce duty responsibilities.	All year	

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Women and men will have outside duty on an equal basis.	Chart
B. Women and men will have inside duty on an equal basis.	Chart
C. Duties could be exchanged between two people, but a written chart would be kept of which person had the responsibility for the duty.	Written chart of exchanges
D. The staff will be aware of equal pay scales for men and women.	In-service workshop

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Revising The Student & Staff Handbooks"

I. Description of Problem

Student and staff handbooks need to be reviewed and edited so that they reflect no sex discrimination in content, style, and language.

II. Rationale for Attacking the Problem

Both handbooks have not been updated in at least two years. Besides general information changes, the handbooks need to reflect an unbiased attitude toward students and staff, and reflect the standards of Title IX.

III. Terminal Performance Objective (Goal)

The student and staff handbooks should be updated in order to incorporate obvious and subtle changes to comply with Title IX standards and suggestions.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. To incorporate Title IX standards into student and staff handbooks.

B. To establish attitudes that are unbiased in the regulations and practices of the school as presented in the handbooks.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Review student handbook	Time limits; summer stipend.	Review in Fall, 1980, and re-issue.
B. Review faculty/staff handbook.	Time limits; administrative and faculty input.	Review in mid-Fall, 1980, to incorporate necessary input, and re-issue.
C. Re-write problem areas.	Time limits; skilled writers.	Have Title IX personnel assist.
D. Re-print the handbook.	Money	Have the school print the handbook.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Review student handbook.	Summer, 1980		
B. Review faculty/staff handbook.	Fall, 1980		
C. Re-write faculty/staff handbook.	December, 1980		
D. Re-print the handbook.	Fall, 1981		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. To incorporate Title IX standards into student and staff handbooks.	Have the Title IX staff, who are most familiar with these regulations, edit the handbooks.
B. To establish attitudes that are unbiased in the regulations and practices of the school as presented in the handbooks.	After the handbooks have been reworded, have a group of teachers who are familiar with Title IX examine them for unbiased attitudes.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Revising The Teacher Application Employment Form"

I. Description of Problem

The district has used the same teacher application form for many years. Items, determined during self-evaluation to be sex biased, have been marked through. However, the district should now develop and/or order forms which are completely acceptable to all, in accordance with Title IX regulations.

II. Rationale for Attacking the Problem

All employment forms used by a school district should meet the criteria established by the Title IX law.

III. Terminal Performance Objective (Goal)

An application form will be developed that is suitable for the district. It will meet the needs of applicants, Title IX guidelines, and furnish the district with adequate information to evaluate the applicant.

IV. Enabling Objectives (Results expected)

A. Identify forms which are acceptable to Title IX. (Sample forms could be requested from other school districts.)

B. Review forms which can be easily completed by applicant.

C. Adopt a sex fair form which, when completed, will give the district ample information for making a judgment of the applicant.

D. Send the adopted form to the administration office for approval.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Critique various employment forms and identify acceptable ones.	Unable to locate others from which to select.	Develop an original form.
B. Mail blank forms to the Title IX office for evaluation.	Time to review all the forms.	Allow sufficient time by making this activity a priority.
C. Select final forms and adopt one that reflects sex fairness for all applicants.		
D. Send the adopted form to the administration office for approval.	Administration's refusal to look at the forms.	Make an appointment and hand carry the form. Discuss it with the administration.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Critique various employment forms and identify acceptable ones.	August, 1980		
B. Mail blank forms to the Title IX office for evaluation.			
C. Select final forms and adopt one that reflects sex fairness for all applicants.	September, 1980		
D. Send the adopted form to the administration office for approval.	October 1, 1980		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Identify forms which are acceptable to Title IX.	A minimum of 5 forms will be secured for analysis.
B. Review forms which can be easily completed by applicant.	Applicants will be asked about the application forms concerning: a) brevity b) ease of answering questions c) etc.
C. Adopt a sex fair form which when completed, will give the district ample information for making a judgment of the applicant.	Blank forms will be mailed to the Title IX office for analysis.
D. Send the adopted form to the administration office for approval.	The school district will adopt a new, sex fair employment application form.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Women's Leadership/Management Training Workshop"

Title IX Officer's Strategy Plan for Women's Leadership/Management Skills Training Workshop.

I. Description of Problem

There is a need for the District's School Board and its Administration to gain a greater awareness and recognition of women who are willing to assume administrative or leadership responsibilities within the school district and the community.

II. Rationale for Attacking the Problem

There are within the public schools an inadequate number of women in administrative and leadership positions, a lack of awareness of women available and desirous of these roles, and barriers to such women gaining the "experience" necessary for position advancement even though they have the training or certification.

III. Terminal Performance Objective (Goal)

All women in the school district who wish to advance in administrative educational positions will have the opportunity to participate in a Leadership/Management workshop designed to help them advance in their careers.

IV. Enabling Objectives (Results expected)

A. Community support will be evident for women in leadership/management or administrative positions.

B. A list of the workshop participants will be disseminated to the School Board and to all administrators so those who do the hiring will be aware of the names of those who wish to be promoted in administrative positions.

C. Women will be appointed to administrative positions in the school district, as a result of an awareness of Title IX.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Develop an "awareness" of the lack of opportunities for women to gain experience in educational administration.	Male Administrators-hostility; female passivity.	Gain support of superintendent in advance. Use "humor" appropriately. Present the law and back the presentation with facts and data.
B. Discuss workshop possibilities with Title IX Compliance Team.	None	None
C. Gain support of Title IX Citizen's Advisory Committee.	Lack of information concerning problem.	Present information to all concerned. Raise level of awareness. Gain support in advance.
D. Plan a conference planning session with the school's Title IX Officer and representative from the Sex Desegregation Assistance Center, UNM's Sex Desegregation Training Institute, and NEA-NM.	Possibly lack of cooperation with NEA-NM Team and school administrators.	Utilize a new awareness on the part of the NEA-NM Leadership Training Team to see a broader scope of leadership, e.g.: It is realistic to move from teacher to department chairperson to coordinator or administrator. To support women means to develop a support-relationship instead of creating an adversary-relationship which is not only more sophisticated but also more productive to education in all its phases.

V. Procedure to Be Followed (continued)

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
E. Conduct a women's Leadership/ Management Workshop.	Lack of interest because of the female and male administrators' hostility.	Involve all segments of women in the District in the plans - teachers, secretaries, aides, nurses, etc. Involve community leaders, including women Board members, in programming to influence top administration awareness of possible political implications.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	NO
A. Develop an "awareness" of the lack of opportunities for women to gain experience.	August, 1980		
B. Discuss workshop possibilities with Title IX Compliance Team.	November 6, 1980		
C. Gain support of Title IX Citizen's Advisory Committee.	December, 1980		
D. Plan a conference planning session - school's Title IX Officer, a representative of the Sex Desegregation Training Institute, and a representative of NEA-NM.	January 3, 1981		
E. Conduct a women's Leadership/Management Workshop	April 11-12, 1981		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Community support for women in leadership/management or administrative positions.	Monitor public opinion concerning recent activities.
B. List of women participants disseminated to Board and to all administrators.	List sent to Board; Superintendent; Assistant Superintendent; Director of Personnel; Director of Instruction; Principals; etc.
C. Appointment of more women as assistant principals and to other positions as a result of awareness of Title IX office activity and awareness.	Monitor appointments made and keep percentage record of the number of males and females employed in administrative positions.

Short Term Evaluation:

Tally the number of participants in the workshop, including a cross-representation of women in the schools and community.

Long Term Evaluation:

More women promoted in leadership/management roles.
Keep a list of women in leadership positions.

RECRUITMENT OF STUDENTS IN NON-TRADITIONAL AREAS

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Career Exploration Program For The Recruitment Of Students Into Non-Traditional Occupations"

I. Description of Problem

Several vocational courses are dominated by one sex. Examples are auto mechanics (100% male) and home economics (95% female).

II. Rationale for Attacking the Problem

All students need an opportunity to explore various careers and to be provided with sex equity awareness training for many occupations.

III. Terminal Performance Objective (Goal)

An effective career exploration program will be provided for all students, which will allow the students to pursue non-traditional occupations.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Rotation by students through 4 vocational education programs during their freshman year (9 weeks each).

B. Opportunities for students to explore the world of work through each discipline.

C. Established programs that will allow students to continue with more advanced courses in their vocational interest.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Sell the program to vocational education teachers.	Teachers' resistance.	Continue with Step I and II.
B. Plan the course descriptions and proposal plan.	None	Continue with Step IV.
C. Introduce the plan to the school administration (all local schools).	Rejection by the administration.	Conduct another needs analysis. Explain Title IX and the need for program implementation.
D. Submit the plan to curriculum coordinator for approval.	Rejection by the curriculum coordinator.	
E. Sell the program to all faculty, students, and parents.	Time and individuals not interested.	Hold in-service training that will give a high level of awareness.
F. Implement the program.	Administration motivation and commitment to the plan.	Keep administration informed and aware of the issues so there is a higher level of commitment.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Sell the program to vocational education teachers.	March 31, 1980		
B. Plan the course descriptions and proposal plan.	March 31, 1980		
C. Introduce the plan to the school administration (all local schools).	March 31, 1980		
D. Submit the plan to curriculum coordinator for approval.	March 31, 1980		
E. Sell the program to all faculty, students, and parents.	May 22, 1980		
F. Implement the program.	September 1, 1980		

VII. Evaluation (How will the results be measured?)

Objectives (List from the first page)	Measurement of Objectives (Method used)
A. Rotation by students through 4 vocational education programs during their freshman year (9 weeks each).	Class scheduling will assure that males and females are represented equally in all classes.
B. Opportunities for students to explore the world of work through each discipline.	A rotation (9 weeks schedule) will be set up for all students. Career education units will be stressed in all 4 areas.
C. Established programs that will allow students to continue with more advanced courses in their vocational interest.	An awareness training program will be attended by all students in the high school.

STUDENT ACTIVITIES PROGRAMS

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Increasing Male Participation In The Cheerleading Squad"

I. Description of Problem

Because of traditional biases, the cheerleading squad at the school is strictly female. Boys have never tried out for positions on the squad.

II. Rationale for Attacking the Problem

The traditional cheerleading squad tends to propagate the role of women as spectators in athletics. The all-girl cheerleading squad tends to accentuate the role of girls as "junior" sex symbols.

III. Terminal Performance Objective (Goal)

Male participation in the cheerleading program should be increased.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Changed perceptions of the cheerleading role as more of an athletic endeavor in itself, rather than just a cosmetic addition.

B. Attendance by the male students at the try-outs for the squad.

C. Selection of male students as members of the cheerleading squad.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Explanation of the new cheerleading program to teachers.	Sponsor disapproval.	Make male participation mandatory to the continuation of the program.
B. Demonstration conducted by male cheerleaders from another local program.	Parental disapproval.	Change name from "cheerleader" to something different, such as "yell leaders."
C. Active recruitment (by faculty) of male participants during the try-out period.	Student disapproval.	Conduct a clinic before the try-outs which accentuates gymnastic activities.
D. Stress gymnastics in P.E. program with boys.		

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Explanation of the new cheerleading program to teachers.	September, 1980		
B. Demonstration conducted by male cheerleaders from another local program.	September 15, 1980		
C. Active recruitment (by faculty) of male participants during the try-out period.	August 22, 1980		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Changed perceptions of the cheerleading role as more of an athletic endeavor in itself, rather than just a cosmetic addition.	Present a more gymnastic-type program in the try-outs to the student body.
B. Attendance by the male students at the try-outs for the squad.	Head count of male students in attendance.
C. Selection of male students as members of the cheerleading squad.	Head count of males on team.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Differential Honors In The Activities Program"

I. Description of Problem

Some of the local civic organizations honor various students during the year for academic and/or other achievements. Several of these clubs honor females or males only.

II. Rationale for Attacking the Problem

The selection process of bestowing school honors based on sex is in violation of Title IX.

III. Terminal Performance Objective (Goal)

To assure that the local school organizations will continue to honor students for achievements, following guidelines of Title IX.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Continuing to recognize achievements of high school students, regardless of gender.

B. Honoring both young women and young men by local civic organizations that recognize student achievements.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Send out copies of Title IX to local organizations.	Members of organizations do not feel Title IX is applicable to them.	Education of members regarding Title IX.
B. Recommend procedures that are in compliance with the Title IX law.	Members do not want to change long-established procedure.	Further explanation and encouragement.
C. Talk to the members of local organizations, encouraging recognition of student achievement on a sex equity basis.	Feelings that individual civic organizations can recognize anyone they want to honor.	Have individual members that are knowledgeable of Title IX explain to other members who do not fully comprehend the problems.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Send out copies of Title IX.	August, 1980		
B. Recommend procedures that are in compliance with the Title IX law.	December, 1980		
C. Talk to the members of local organizations, encouraging recognition of student achievement on a sex equity basis.	March, 1980		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
A. Continuing to recognize achievements of high school students, regardless of gender.	The school policy will be revised to include all students regardless of sex.
B. Honoring both young women and young men by local civic organizations that recognize student achievements.	The students receiving honors will be selected on a scale that is sex fair.

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Making Homecoming Festivities Sex Fair"

I. Description of Problem

Homecoming festivities are female oriented with a queen and princesses, but have no king or his court.

II. Rationale for Attacking the Problem

All extra-curricular activities within a school should offer equal opportunities to all students, regardless of their gender.

III. Terminal Performance Objective (Goal)

All students will be allowed to participate in all homecoming activities, and an atmosphere that is conducive to both female and male participation will be established.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

Equal representation of female/male students in homecoming activities.

V. Procedures to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Discuss this idea with the student activities director.	Rejection by sponsors.	Talk to the high school administration to enforce Title IX.
B. Explain Title IX if the faculty sponsor is not familiar with the law.	Lack of adequate knowledge of the Title IX law.	Gain more information about other schools' programs.
C. Discuss this idea with the student council.	Rejection by the student council.	Have representatives from other successful programs talk to the students.
D. Introduce the idea to the student body.	Rejection by the student body.	Establish Title IX and this strategy as a time priority.
E. Formulate rules and regulations.	Time	Establish Title IX and this strategy as a time priority.
F. Prepare a registration letter that includes the rules and regulations.	Time	Delegate this responsibility to someone familiar with the Title IX law.
G. Prepare voting ballots.	Time	Divide the work among several people.

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
A. Discuss this idea with the student activities director.			
B. Explain Title IX if the faculty sponsor is not familiar with the law.	May 1, 1980		
C. Discuss this idea with the student council.	May 30, 1980		
D. Introduce the idea to the student body.			

VI. Time Table of Events (continued)

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed	
		YES	NO
E. Formulate rules and regulations.	September 30, 1980		
F. Prepare a registration letter that includes the rules and regulations.			
G. Prepare voting ballots.			

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used)
Equal representation of female/ male students in homecoming activities.	Males will be represented in all the homecoming activities. Their participation will be dependent upon the plan that is developed by the school.

TITLE IX GRIEVANCE PROCEDURES

STRATEGY PLAN

SEX DESEGREGATION TRAINING INSTITUTE

"Implementing A Grievance Procedure"

I. Description of Problem

Employees, parents, and students should be more aware of the school district's Title IX grievance procedure.

II. Rationale for Attacking the Problem

Title IX regulations require the local publication of a grievance procedure policy. Also, the publication of such a policy should result in a decrease in serious conflicts and lawsuits for the district. Although the law required that each school district publicize their grievance procedure, some did not. Others need to reprint it to further inform the public of the district's policy in this area.

III. Terminal Performance Objective (Goal)

The school district will adopt and implement a grievance procedure.

IV. Enabling Objectives (Results expected)

After this strategy is implemented, the results will be:

A. Adoption of grievance procedures by the school board.

B. Notification of all employers of the grievance procedures.

C. Training of staff in implementation of the procedures.

D. Modification of the school policies in light of Title IX regulations.

V. Procedure to Be Followed

Activity or Steps in Procedure	Possible Barriers	Alternatives to Barriers
A. Write a procedure.	Time element	Obtain sample form from SDE.
B. Present the written procedure to the administration for approval.	School principals' attitudes.	Get principal involved in planning.
C. Present the written procedure to the Board for approval.	Board members' attitudes.	Speak to each member personally before the meeting.
D. Institute the notification process.	None	
E. Train personnel involved in the procedures.	Time and materials.	Obtain outside assistance in training; plan in advance.
F. Develop feedback procedures.	None	

VI. Time Table of Events

Activity or Steps (repeated from above)	Date to Be Completed	Activity Completed YES	Activity Completed NO
A. Write a procedure.	April 15, 1980		
B. Present the written procedure to the administration for approval.	April 30, 1980		
C. Present the written procedure to the Board for approval.	May 15, 1980		

VI. Time Table of Events (continued)

Activity or Steps (continued)	Date to Be Completed	Activity Completed	
		YES	NO
D. Institute the notification process.	September 1, 1980		
E. Train personnel involved in the procedures.	October 1, 1980		
F. Develop feedback procedures.	October 15, 1980		

VII. Evaluation (How will the results be measured?)

Objectives (List from first page)	Measurement of Objectives (Method used.)
A. Adoption of grievance procedures by the school board.	Actual adoption.
B. Notification of all employers of the grievance procedures.	Spot check employers in each school. See if they are aware of the procedures to follow, in filing complaints.
C. Training of staff in implementation of the procedures.	Design a district in-service meeting to train the staff in the correct procedures to follow when filing a complaint.
D. Modification of school policies in light of Title IX regulations.	Record the number of policy changes that result from procedures.

PART III
TRANSPARENCIES

TRANSPARENCIES

Section three of this manual contains transparencies that can be used as aids in delivering instruction and/or facilitating training in the sex equity area. To use the transparencies, simply remove the sheets, xerox them, and make the transparencies using the school's equipment. Listed below are suggestions for statements that could accompany each transparency when giving a presentation.

Transparency:	Statement
	Series A
A	Today we are living in a fast changing society, where opportunities for human growth and development are abundant. Unfortunately, there are still a lot of misconceptions about what men and women are capable of being...
B	of the kinds of emotions they are capable of expressing...
C	and of the kinds of jobs they are capable of doing. For years people have been confused between myths and reality. Do you know the difference? (Here the instructor could define myth and reality, give examples in the areas of sex role socialization, employment, etc., and conclude with the definitions of sex role stereotyping, sex bias and sex discrimination.)
	Series B
D	A lot of people are changing in many ways in spite of the pressures of sex role stereotyping. For example, if women choose motherhood, they are still free to develop their full intellectual capabilities. For women today there are no longer restrictions in the development of their full human potential. This new freedom often leads to a variety of educational and/or career opportunities.
E	Also, men are no longer forced to play unrealistic "macho" roles, which say that men shouldn't show emotions or help around the house.
	Series C
F	In the labor market, people are changing jobs a lot more. Maybe you live in a small town with very few career options. Maybe your husband (or maybe your wife) gets a better job,

Or maybe where you live creates health problems...
So you change jobs.

G But what kinds of new jobs are still available?
Well now (especially in vocational/technical fields) there are increased demands and equal pay for skilled workers--both men and women.

And each year new and more exciting jobs are created to fit the needs of industry, science, government, education, and the arts.

H You now have the opportunity of working or not working... being a parent or of having a career...Or both.

I And with these new opportunities, if you're a woman you don't have to stop trying to achieve. Some day, you may be the boss.

Series D

J So don't be held back by outdated myths and stereotypes. Take advantage of the many opportunities that are available for you. Plan ways to develop your full potential, and take part in the many exciting changes that are going on all around you.

K Be a winner and plan a future that fits your needs, desires and capabilities!

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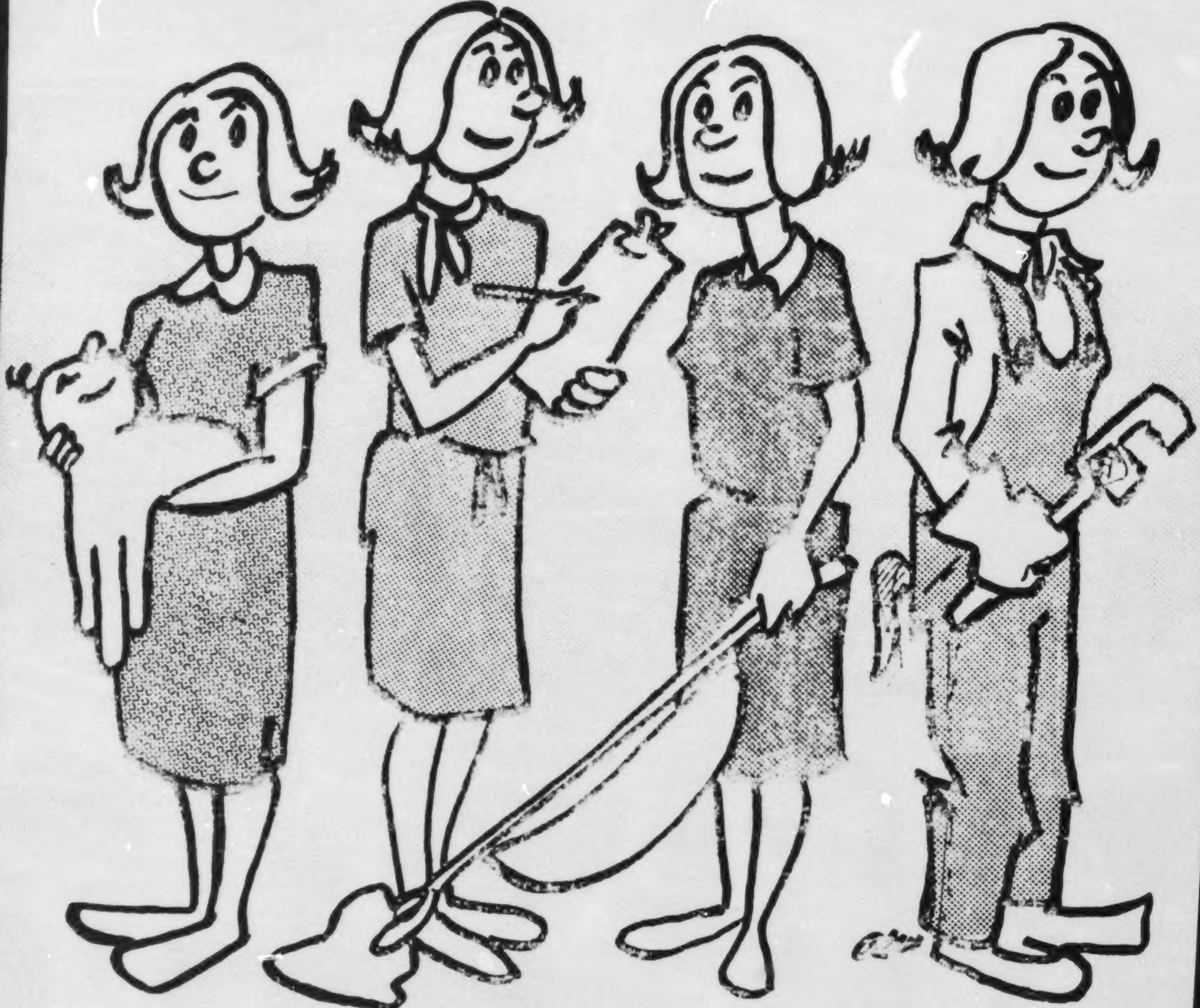
213

FOR
VOTE
ME

219

220 F

JOB
WE
Community College Courses
WANT YOU
WORK STUDY
HELP WANTED
larships for
IMMEDIATE OPENINGS
TRAINEES



CHAIRPERSON OF THE BOARD
HAIL TO THE CHIEF
THE BUCKS STOP HERE
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